DOCUMENT RESUME

ED 110 098 95 IR 002 532

TITLE National Conference of State Dissemination Representatives Proceedings (Washington, D. C., January 8-10, 1975).

SPONS AGENCY Council of Chief State School Officers, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

PUB DATE 10 Jan 75

NOTE 127p.

EDRS PRICE MF-$0.76 HC-$6.97 PLUS POSTAGE

DESCRIPTORS Conference Reports; Cooperative Planning; Educational Research; Federal Programs; *Information Dissemination; Information Networks; Information Services; Information Utilization; Interagency Cooperation; *National Programs; Program Development; Research Utilization; State Agencies; *State Departments of Education

IDENTIFIERS State Education Agencies

ABSTRACT

Representatives of state education agencies (SEA), the National Institute of Education (NIE), and the U.S. Office of Education met to discuss the purposes and components of effective dissemination systems, state agency capabilities, the relationship between SEAs and NIE, and future cooperation and communication among SEAs on dissemination. Papers were delivered on the activities of NIE's Office of Dissemination and Resources, ongoing SEA dissemination programs, NIE/SEA dissemination projects, and dissemination from a Congressional and legislative point of view. NIE presented its plans for a $1.2 million grant program to give state and local educators better access to the latest results of education research. In addition, the SEAs held information sessions on dissemination operations and management as well as discussion on NIE program plans and the future of the dissemination representatives network. Feedback from discussion groups and results of a survey to evaluate the conference are attached. Appendixes contain rosters of participants, NIE staff and participants, and state dissemination representatives. (LS)

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ED110098

PROCEEDINGS

CCSSO/NIE NATIONAL DISSEMINATION CONFERENCE

JANUARY 8-10, 1975

WASHINGTON, D.C.

IR 002 532

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EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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The National Conference of State Dissemination Representatives, sponsored jointly by the Council of Chief State School Officers and the National Institute of Education, was held at the Shoreham Hotel, Washington, D.C., January 8-10, 1975. Thirty-two official SEA representatives plus nine other SEA staff members participated in the two and one-half day meeting; in addition, 29 staff members from NIE and the USOE were in attendance. Total Conference registrations, including conference staff from CCSSO, numbered between 75-80 persons. (Program and Roster appended)

Conference Objectives were threefold:

1. To exchange information between states on the purposes and components of effective dissemination systems.

2. To exchange views between state education agencies and the National Institute of Education on state agency capabilities, the relationship between SEAs and NIE, and NIE plans for assisting SEAs.

3. To discuss future cooperation and communication between SEAs on dissemination.

Planned by a ten member SEA steering committee in conjunction with CCSSO and NIE staff, this National Conference is the latest in a series of similar conferences dating back to 1970. The earlier Dissemination Conferences had been presented under the aegis first of the Texas Education Agency and later the South Carolina Department of Education.

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APPENDICES

Appendix 1 - Participants Roster

Appendix 2 - NIE Roster

Appendix 3 - Roster of State Dissemination Representatives

Appendix 4 - HEW Press Release

STEERING COMMITTEE

Jerry Melton, Florida
Dick Herlig, Kansas
Glenn White, Missouri
Royal Henline, Nebraska
Gregory Benson, New York
George Katagiri, Oregon
Richard Brickley, Pennsylvania
Charles Mojkowski, Rhode Island
Ed Ellis, South Carolina
Virginia Cutter, Texas

PROGRAM

National Conference of State Dissemination Representatives

Council of Chief States School Officers

National Institute of Education

Shoreham Hotel
2500 Calvert St. at Conn. Ave., N.W.
Washington, D.C.

January 8-10, 1975

WEDNESDAY, January 8, 1975

1:00 p.m. **Check in and registration**
Ambassador Foyer

4:00 p.m. **Steering Committee**
Caucus Room

7:00 p.m. **General Session**
Ambassador Room

1. Welcome and Conference Overview
   Ray Peterson
   Director of Federal Liaison
   Council of Chief State School Officers
2. Greetings
   Byron W. Hansford
   Executive Secretary
   Council of Chief State School Officers
3. Steering Committee Report
4. Greetings From NIE
   A. Senta Raizen
      Associate Director, Office of Dissemination and Resources
   B. Overview of SEA/NIE Relations:
      Charles Haughey, Head
      Communication and Linkage Program

8:15 p.m. **Address** by Walter D. Talbot, Superintendent of Public Instruction, Utah

Question-answer period follows

9:00 p.m. **Refreshments and cash bar**
Tudor Room

THURSDAY, January 9, 1975

8:30 a.m. **Overview of Office of Dissemination and Resource Activities**
Senta Raizen, Associate Director
Office of Dissemination and Resources
Ambassador Room

Information and Communications Systems Division
Tom Clemens, Assistant Director
Information and Communications Systems

Progress of the School Practices and Services Division
Larry Hutchins, Assistant Director
School Practices and Services Division

Discussion of application procedures for SEA Dissemination grants
John Coulson, Senior Associate

(NIE staff will be available in the *Press Room* throughout the conference for discussion of SEA questions.)

10:30 a.m. **Coffee**

10:45 a.m. **State education agency presentations: highlights of ongoing state dissemination programs**
Kansas, Richard Herlig, Director,
Project Communicate
New Jersey, Robert Ward, Director,
Office of Program Development, and
Dorothy Soper, Director of Dissemination

12:15 p.m. **Lunch—Open**

1:15 p.m. **State education agency information sessions***

	1:15 p.m.	2:15 p.m.
DISSEMINATION OPERATIONS *Cabinet Room* SEA Specialists	Information systems Staff development	Diffusion Linkages: SEA to LEA
DISSEMINATION MANAGEMENT *Council Room* SEA Specialists	Obtaining policy Level support Coordinating across program lines	Finding resources

Participants may change groups at 2:15 p.m. Sessions will not be duplicative.

3:15 p.m. **Coffee**
Ambassador Room

3:30 p.m. **Developments in NIE/SEA Dissemination activities**
1. North Carolina project
Von Valletta, Director, Division of Development
2. NIE Study of Requirements for Comprehensive Educational Information Systems
Sam Rosenfeld, NIE Advisor
3. NIE School Practices and Services Division
Larry Hutchins, Assistant Director
School Practices and Services Division

7:00 - 9:00 p.m. NIE staff will meet to discuss program announcement with interested states
Press Room

FRIDAY, January 10, 1975

8:30 a.m. **Discussion of the future of the dissemination representatives network***
NIE and CCSSO staff and discussion from the floor
Ambassador Room

9:30 a.m. **Group discussions of NIE program plans***
Group A. Capacity Building Grants
Council Room
Group B. Special Purpose Grants
Cabinet Room

10:25 a.m. **Groups change**

11:45 a.m. **Luncheon**
Address by James Harvey, Staff Member, Select Subcommittee on Education
Blue Room

1:30 p.m. **Wrap up session**
Evaluation
Vouchers

2:15 p.m. **Adjourn**

2:15 p.m. **Post conference sessions**
NIE staff available for program consultations

*These sessions restricted to SEA participants.

NATIONAL INSTITUTE OF EDUCATION:

PLANS AND PERSPECTIVES

I. Overview of Office of Dissemination and Resource Activities

Senta Raizen, Associate Director
Office of Dissemination and Resources

The Institute is in the process of highlighting what it considers major problem areas, and rather than being organized by functional areas, it will now be organized around problem areas. The focus now is on the major problem areas that the Institute has. The organization will be along the following lines:

1. Basic Skills Group. The first few years the emphasis will be on reading research, particularly reading comprehension, since much of the research in our experience indicates the greatest problems begin to appear at the middle grades. But they will also be doing some work in mathematics skills.

2. Career Education, or Work and Education. The emphasis will be in several areas, providing adolescents with real work experiences integrated with their formal education, and also working on the whole area of guidance and counseling, and awareness of career potentials before them.

3. Finance and Productivity. This includes management and organization research. There are some fairly developmental projects here, such as experimental schools and the voucher project, but these will be coming to an end shortly and we will be able to invest in some new research and development.

4. Equity in Education. One of the major missions of the Institute is equality of education opportunity, and that is a concern of all the programs. For example, there is concern with whether poor children are getting the basic skills, or are getting exposure to all kinds of career lines. However, the equity group in particular is concerned with the barriers that individuals face, such as children who come in speaking another language than English, or speaking an English dialect. Or the barriers that women face with respect to equal opportunity and career opportunities.

5. Dissemination and Resources. The fifth major area which is ours really is both a functional division and a problem area, and that's the whole area of dissemination. The reason we think it is also a major problem area is that the research and development that is done in education has not so far found as effective an application as we had hoped for. It's a two way task - it's not only that research and development has not found application, it's also that problems that people have on the firing line have not been effectively influential in terms of what kind of research and development gets done, so that it is in fact very much of a two way street.

In order to address that problem we are really putting in place two complimentary strategies. One of them has to do with the general capacity to utilize research and development knowledge, and that set of activities is headed by Tom Clemens. Part of that program will be discussed in much greater detail later in the program. The Federal government has some responsibility to provide a knowledge resource base in education. The beginnings of that knowledge base is ERIC, and part of our program is to maintain ERIC and improve it, particularly so that it will be of greater use to the practitioners, to the teachers. The second part of that is from all that we know both from research and from years of experience now is that providing an organized knowledge base is really not enough. We need people, we need specialists to negotiate that knowledge base so that people can really get their questions answered. One of the major keys we think to provide that link is the state education agency. More and more the states have moved from a regulatory function only to also providing services to their school systems, and one of the major services they see themselves as providing is leadership and thereby using the developments in research. So one of our first steps in making that knowledge base more accessible is to build capacity in the state departments to perform that intermediating function. Therefore, we are initiating this year, built on the experimentation that Tom Clemens and his staff have carried on, a state capacity building program. We hope in 1976 to begin building capacity in other organizations besides state departments of education, because we feel that people in education play many different roles, and they will be looking for information and advice in various directions. They will be looking to their own professional organizations - teacher organizations, principal organizations, etc. So next year and beyond we do plan capacity building efforts with professional organizations, big city school systems, and perhaps through schools of education in institutions of higher education as well.

We are very gratified that the Institute has seen fit in 1976 to put major emphasis on the dissemination area. Our budget is increasing percentage wise nearly three fold, even though the Institute as a whole is anticipating pretty much a level budget - about the same money in 1976 as in 1975. So that is evident of the importance the Institute is placing on these activities. As a matter of fact, for this year I would say the state educational dissemination program is almost the only major initiative that the Institute is able to undertake since almost all of its monies are in continuations.

Larry Hutchins will be talking to you about the second strategy we feel is complimentary to building a generalized information utilization system. One of the things we certainly know is that the implementation of research findings does not happen by chance. Specific mechanisms have to be set up to make sure that school systems know of alternatives that are available to them, and then can utilize those in effective ways. That is what the second strategy is really all about. It has two components that are analagous to Tom Clemens' programs in the general information utilization strategy. It has a knowledge resource component and then it has a variety of activities which attempt to link those knowledge resources to the school systems. On the knowledge resources side what we plan to do is in a couple of major problem areas, probably Basic Skills and Career Education, we will be focusing all the knowledge we have available in those areas. The reason for choosing those two is that they are two of the Institute's priority areas. And often we have found there is something we can deliver in those areas. In the reading area we probably will be concentrating on early reading, where

there is a great deal of basic research on what the tasks are the children have to learn in those early stages and what the strategies are by which those skills can be taught, and then what curriculum products represent those strategies. What we think is necessary is to bring all of that together and really develop accessible alternatives that clearly exhibit what reading paradigms are exemplified by what curriculum programs. Beyond those choices, we also think it's going to be necessary to have technical assistance with adaptations. Another thing we've certainly learned from the last ten or fifteen years is that no innovation stays exactly the way the developer envisioned it when you put it in a real life situation. That process of adaptation is one that is often denigrated - developers often think if it is not exactly the way they designed it then it is not as good as it could be. But that's not true, and we think that process of adaptation is a positive one and not a negative one. But we also think the assistance of R & D organizations such as the laboratories, or schools of education, or R & D centers, or private performers - whoever seems most appropriate for the setting - if that kind of assistance were available, then that adaptation process might be more effective. So the kinds of linking activities in this more proactive R & D implementation strategy range from training the counterparts of extension agents, people who are in helping roles to the school system, to perhaps freeing up time for teachers so they can visit demonstration sites, to what we call "bicycling around money", which is simply enabling those extension agents or resource people to actually visit the school systems. We are not planning to establish new networks, in fact what we see out there are many of the elements that we think are necessary for an R & D implementation system already existing. It's just that these do not seem to be hooked together. Now, partly through Federal government efforts, partly through state and local efforts, there are more and more people who are resource people, whether through service agencies, staff of the state department itself, staffs of the school systems, or state colleges of education. There are people whose function it is to help school systems, to help identify and address their problems. But those people aren't hooked into the R & D resources that exist. And furthermore, the school systems do not have any way of taking advantage of the technical services that also might exist that would help them install innovation. So what we really see ourselves as doing is providing "glue money" to try to put these elements together.

II. Information and Communications Systems Division

Tom Clemens, Assistant Director
Information and Communications Systems

One of the questions which was raised just before this session is how is it possible when NIE is on such perilous times, with $470 million available for expenditures and a great deal more than that required for continuation costs, how is it possible to start a program for state educational agencies' capacity building this year at a level of more than $1 million? Well, in the first place, we really are not starting something. We have a continuing involvement in providing fresh support for states. As I say, it is almost five years old now. So this is not a new activity. It is part of the continuing commitment base of NIE.

Secondly, I think the leadership of the Institute has demonstrated, both by making this money available and by other means, that that leadership values the development of dissemination capacities, and indeed dissemination activities much more highly than some other commitments that we have at the present time. When you have more commitments than you have dollars you have to make hard decisions. And these hard decisions have come down in favor of attempting to do some things about more effective dissemination in education.

I will not say very much about what the state program is like. Most of you know something about it and you will have a chance to learn a great deal more, except to say that there are two ways in which the states will be able to participate. For those states which feel that their primary need at the present time is to deal with one specific one-time problem, there will be the opportunity for special purpose grants of rather modest size. These special purpose grants can be used for such things as the state carrying on a planning program to design a comprehensive dissemination program or to evaluate its current activities; or perhaps to train its dissemination staff to be more effective in carrying on their duties. The Federal support would be one time for a year, and then presumably the problem is resolved. I would like to avoid defining modest size. I think there can be a significant range. I would say that it is in the order of tens of thousands rather than hundreds of thousands of dollars. We can't possibly dream up ourselves the full range of such problems that you folks have out there.

The second kind of grant will be what we are calling the capacity building grant. It will involve, subject to the availability of funds, an NIE commitment on a year by year basis for a period of three to five years. The requirements will be first of all that the state demonstrate its commitment to a comprehensive educational information system. Secondly, that what is proposed for Federal support go beyond the kind of activities the state is now carrying on on its own. And third, as we look at this from year to year, the individual project from year to year, that there be increasing evidence of <u>increasing</u> state commitment and of adequate performance, of course. So that we would hope that at the end of the extended grant period in these cases the states which have participated will have self-standing, comprehensive, self-supporting information systems of dissemination services, if you will, which are meeting the need of the full range of the clientele

in their states. And that will be roughly two-thirds of the money which we can make available this year. Roughly one-third will go for the special purpose grants.

The third major effort which we are about in information communication systems is necessary research, development, experimentation and evaluation activities which are intended to improve both information systems and the infra-structure for linkage which exploits those information systems for local educators and others. Examples of these -- well, we currently have a project, a susbstantial project underway by SDC which has as its goal the specification of the requirements of a comprehensive educational information system. One which goes beyond ERIC. When we say a comprehensive educational system we are not talking about something that would be just an information system. This study is intended to take into account the full range of information resources, wherever they are, in professional associations, in other settings as well. On the basis of that activity we hope its results are sufficiently usable so that next year we can put a reasonable amount of money into a series of design studies which will begin to look toward new interventions, new types of information system arrangements, which we can test, evaluate, and implement in future years, going beyond where ERIC is now. These may be data base types of new interventions and they have to do with new kinds of linkage arrangements, any number of other kinds of things. It is a little early to predict what those will be yet.

We believe also that next year, subject to availability of funds, it should be possible for us for the first time to begin providing support which will continue through the years for a sensing network which will help us on a periodic if not continuing basis to identify what the needs are for information by people in a variety of roles in education; their satisfactions with the services they are now provided as well - so that we can have in the future information systems which are truly responsive to the changing needs of the educational community. We believe as a clientele for a system gets more sophisticated as its problems change, the information system must change, if it is going to continue to be responsive. So that is really what the sensing network is about. We hope also that we can begin to undertake other kinds of activities which will lead to research, experiemtal and other evaluative activities, which will lead to more effective dissemination arrangements and procedures in future years.

On each of these programs it is extremely important we have continuing input from the people who are our collaborators in this system and who are the clients of this system. I hope you know that any of you can get in touch with me personally at any time. If you wish to talk with more knowledgeable people, the ones who are actually managing the individual programs which are information communications systems, the things relating to the operation of information systems, specifically ERIC, Chuck Hoover is the person you should be in touch with. If you are concerned with our efforts about capacity building, what needs to be done in the state agency program, what should be done in other settings, what we should be doing about building these kinds of linkage mechanisms, the individual who is primarily responsible is Chuck Haughey. And if you are interested in giving us your views about needed research and development and design and evaluation activities in this area, you should go to our resident intellectual, Sam Rosenfeld.

III. Progress of the School Practices and Services Division

Larry Hutchins, Assistant Director
School Practices and Services Division

First of all, this is the first time I have met with this group as a group, although I know some of you as individuals. I feel that I am somewhat in your debt in many ways. For example, yesterday at lunch I ran short a dollar and one of your colleagues generously allowed me to get out without the cashier getting after me. Also, I can think of more imporant ways I am in your debt. The existence of this program and the probability that it will succeed in getting through the budget making process for 1976 is a function of your diligence and the professional commitment that people like Tom Clemens has made in making sure that the Institute finally got the message that dissemination was of some great significance and that there was a great deal of work that needed to be done. I think that without Tom's diligent efforts on all of our behalf the last six years, I just wouldn't be here today talking to you. I am in his debt as well as yours for that.

I am also in your debt because I feel the program that I am going to describe to you could not exist if it weren't for the fact that the states went ahead without Federal intervention in creating [illegible] for a great deal of capacity that already exists. Though all of you feel because you are on the firing line that there is a great deal more that you want to do, it is my own feeling that there is a great deal out there that you can use now. And so much of my remarks and the program I'll be talking about have more to do with using the capacity that exists than necessarily building it. I hope you will understand the context of the full ODR program. We are placing equal emphasis on capacity building. At the same time I feel a commitment to using what we built well.

Second, by way of introduction, I would also like to tell you that the program I am describing to you is not yet in place, not even from planning point of view. Decisions have not all been made, not also from a financial point of view. I think it will be of benefit to you because it will give you an opportunity to tell us how you prefer to have it, rather than how we want it. As soon as we were reasonably sure that the program was going to exist in the President's alleged message next year on some level in mid-December, we started to make a series of trips and have at this point in time through efforts of about four of us, been in or talked with people in 25 states. We have actually been in about 12. A number of you graciously came over state lines to talk with us at other meetings. I apologize to those of you whom we haven't gotten to yet, and I hope you will see during the next few days a method for getting to you. We still have flexibility in the program and we welcome your comments.

Our flexibility declines, however, by about an hour a day as we must be more specific with the beauraucratic structure that we live with in terms of exactly what we are going to ask for to spend for what. My own feeling is that toward the beginning of February the program will take on more the character of what we will be doing rather than telling what we are planning to do and get some feedback on it. What I am really trying to say is that now is the time to talk to us. If you have some major intellectual reservations about what we are doing, if you want to know how operationally it could fit with what you have, I am available the next few days or next few weeks to come to talk to you, and I would also hope that you

will communicate with me by phone or by letter.

I would like to introduce to you one face you know, sitting in back of me, Linda Levy. Peter Briggs is on the other side of the room. Peter will be here this afternoon at 3:00 to deal with some specific details in the program and Linda will be here today and tomorrow. I wanted to introduce these two people particularly as they can help you as well as myself.

Let me tell you what we have in mind and what the purposes are. The major purpose is to assist you and the LEAs in solving major educational problems by means of having available a search and development committee as well as the best we have available from exemplary practices at the local levels. I place emphasis on both of those because I don't think all great wisdom and knowledge resides in Washington with the Federal government or contractors, and so one of the things you will see as I unfold the program to you is a substantial commitment to be involved with you in identifying exemplary practices that have the potential for solving key problems along with our ability to bring to a local level information about research and development.

The second major commitment or purpose of the program as I indicated is to use the existing system to solve those problems. We are committed not to building a new arrangement in the sense of starting a whole bunch of new things. I feel very much committed to using intermediate service agencies that a number of you have put into place, using the existing information networks that are in place rather than creating new ones.

I can describe the program around three components and at the conclusion of what I have to say I will, in the way of summary, and to further clarify, I will restate three components to you. The first component - and I apologize for the name, if you can help me with a better one I would appreciate it - is the knowledge synthesis and utilization component. The function of that is really to try to get it all together with regard to what we know about what works. I would like to, by way of illustration, suggest that that is possible and call your attention to the situation that exists today in the field of reading. The Institute sponsored this summer a large conference of reading experts, local school people, state education agency personnel, university people, people from research and development agencies such as labs and centers. They spent the better part of four months doing a series of papers back and forth among each other. They spent a great deal of time trying to figure out what it is we do know and what we don't know about the field of reading. I think that most of them now agree that there are some fundamental truths that emerged from that process. There seems to be fairly good agreement for example that we do know something about how to teach children what they call initial reading, as distinguished from the later grades with emphasis upon comprehension. If you think back to Jean Charles' book on reading about six or seven years ago, all the way up to more recent events of this conference, there has been a thread running though the curriculum field that has been able to put the initial reading field sort of all together around the concepts. This all showed us that we knew something about how to teach children to read, initially at least, if not all groups of them, at least most of them. So I see it as one of the missions that we must undertake is to somehow translate the message of those meetings and understandings into a useable system for assisting others in carrying that out.

At the same time it was agreed we knew about initial reading we agreed we knew very little about the field of comprehension. It was so bad in the field of comprehension that we took the position that we didn't really have a knowledge or a research

The second component of the program has to do with what they do when they get home. In a sense it is a linkage arrangement between the knowledge base they have and the school where the action has to be. I have a belief that what has happened is that there has been quite a change in state agency relationships with schools in the last five years and that we are really kind of mid-point through a major evolutionary change in relationships between states and local agencies and what we should look at what arrangements we want to use to convey these messages or these changes. What I am talking about is there are a growing number of arrangements for intermediate service agencies frequently sponsored by the states for providing technical assistance and services of all kinds at a local level. Most of you know about most of these things so I won't elaborate, but my sense is that almost all of these states are at least thinking about this, and approximately half of them have now moved to some new arrangement whereby these services can be delivered at a local level.

In Minnesota, as I understand it, in January they will be moving into the State Legislature for the creation of something called Mason's Minnesota Education Service Agency. A number of you know the other states' arrangements for similar kinds of things.

In New Jersey there are educational improvement centers. In New York there are BOCES. There is a variety of this kind of thing. What we are talking about is that where these things exist they are able to provide the knowledge, the training and understanding at the state level so that they can indeed direct their attention to solving local problems with the knowledge that has come out of the last decade of R&D. From a contractural point of view, what we will probably be doing during the first half of the calendar year 1975 is coming out with a request for qualifications or proposals - I am not sure which - to invite states to submit plans and proposals as to how they would like to use that money to support the local field effort. I do not wish to imply that the states that don't have these kinds of intermediate service agencies are going to be excluded in some way. I think other arrangements will have to be made for those states. And we have a lot of learning to do about how we will have to work in states where they don't exist.

The resources in component two will, from the point of view of having worked twice, have nearly doubled the capacity in terms of our direct assistance to state agencies for linkage communication arrangements. Roughly, half of the money I am talking about we would also like to have used for the identification of exemplary practices and knowledge that exists on local levels and its inputting or feedback into our own processes. That will take a little longer time to put into place. We want to build on the work that has been done.

There is a third unit in the Institute I need to tell you about. As I understand it, what we are talking about is we are worried about some technical problems of how one identifies these efforts in practice. And Tom can tell you how once it is identified it enters into the communications system. That area is to allow both these kinds of things. We know the state of the art is far from where all of us would have it be, and although we want to move ahead, at the same time there is another unit in the Institute in the Office of Research which will be devoting some research effort in the fiscal year to actually trying to find out how one does this better. We will be very close to them and will be relating information to them. That is regarded more as a research oriented function. Rest assured that there will be coordination across the three pieces of the focus and the Institute is addressing the methodological or research question of how one does things better.

base from which to work. So I think you will find that we are moving back away from development in that field of comprehension, but we are moving forward in the dissemination around that field. When I say putting it all together or trying to get it together in an area like reading, another implication is that we are going to become less product focused. I don't want to imply by any stretch of the imagination that we will not have a product focus. I am simply trying to suggest that we will try to balance that focus with an intellectual or research or understanding focus. The problem can be characterized like this. In the past when the Institute sponsored dissemination of some piece of wisdom in a creative form, the developer of the product was usually commissioned to become a salesman for that particular product. So it would not have been impossible to imagine the situation in which a developer, say, from the laboratory in Los Angeles, would have been knocking on your door selling his wares with regard to his reading program, and a few weeks later the developer out in the research laboratory in Wisconsin would be there telling you about Wisconsin's design for reading.

I personally don't think that that is a responsible way for us to behave in the sense that both of those programs are somewhat similar, overlapping, and also some are different and complimentary. I think the message must be about the nature of those two programs and a larger number of other programs as well, placed in some kind of research context about what we know in view of reading. So what we would like to do is emphasize the use of developers to promote specific wares and try to reemphasize the use of <u>your</u> resources in the form of field arrangements that you now have to carry a much broader message of what we know in the field of reading.

Specifically, from a contractural point of view, what we will do is commission through probably an RFP avenue a contractor or several contractors to focus heavily on what we do know in a field like reading or career education, to be able to describe comprehensive ways, research in those fields, how the products fit together and how they relate one to another. Having come recently from the state of California, you can perhaps sympathize with the problems they had a year ago when they were in the process of adopting the new reading in Whittier. The California curriculum commission that faced that decision was confronted with 2,000 applications from commercial and non-profit fields for programs that they wanted to have adopted as part of the California system. I am sure that no individual school is confronted with 2,000 salesmen at their door and I don't think that in terms of the resources that are available at the local level the situation is that much different.

I think we have a responsibility to try to provide you with some kind of a matrix of understanding of how all those programs relate to what we do know of what works in the field of reading. A first component part is an attempt to provide you with a matrix of understanding of how specific programs, including knowledge derived from state and local practices, relate to a series of understandings about what is going on in the field of research. The contractor will probably be responsible for convening a large number of interpersonal workshops or institutes to be able to provide that information to you and your field workers. What we envision is something not unlike the NSF summer institutes in which you would designate people you would want to come in who would spend a considerable amount of time finding out what it was that we were not finding out about the programs and exemplary practices and products. And in a sense being able to return home with information and knowledge that they can share in the field with clients on a regular basis.

One of the suggestions that has been made to us by the states is that part of these meetings be held out in the states where we could handle all this procurement process, to give us an opportunity to actually dialog with you when you write your proposal. The process there now does not allow us to talk very much with you at a formal level during the procurement cycle. Some other devices that we have at our disposal allow us to prequalify certain groups of people and then dialog with them as they write the proposal, or that there will be a kind of inter-relationship that should help the programs come off at a very practical level. I suspect we will be moving more in that direction.

(At this point Mr. Hutchins received questions from the audience).

QUESTION: I am still concerned about who is going to choose whatever project. It was suggested that it be shared. There is perhaps a necessity for creating a climate for adoption. The process of adaptation strikes me as getting to the heart of pre-disposing a set of products or programs which may work, which in turn may take away from the need perhaps of validating the facts. Do you see what I mean?

ANSWER: Sure. We are in this thing for the long haul. This is not a short term arrangement. One of the problems that confronts us is, are we going to build this think systematically. We have to start out with some kind of assessment or measurement. What are the needs in the field. And put each thing in place as we go along.

I have a sense of urgency and a sense that the field is in need of things immediately, so what we are confronted with is a problem of starting simultaneously on a number of fronts and hoping that within two or three years we can get to the point we would like to arrive at. This thing should have started three or four years ago. What we really have to do is adjust until we are two or three years from now at the point where we are completely responding to locally derived needs. It is this interim period that I think will pose some problems. When we went out to the states and talked to a number of you about this problem it was a major concern to us. What we said was this. There are a couple of free areas where we know we have something to offer right now and we could reasonably be sure that we could put into place within a fairly short period of time, and would it be all right or would you people be offended because of the Federal initiative in this area if we started on these things, if we agreed over a period, the first year and the second year, we will talk about the additional things that will be added as having been derived by some process or dialog with you? And the answer that I clearly get back was, if you don't feel this way it is very important for you to say so, very loudly now, that it will be all right, that it would not be offensive if we started in areas where we had some investment and some ability so long as we were committed during the course of the first, second and third years of looking at the other topics or issues that could be addressed.

So the selection of topic areas initiated the first year will be somewhat arbitrary and though we haven't quite settled, the three will be focused on initial reading, career education, and educational administration and management. Because these are the three we have the largest previous investment in and where there is a considerable amount of understanding and research knowledge from the Institute. However, this still doesn't address your question of specific products or ideas that are to be involved in that procedure. And I'm with you, this is a component engineering building problem and I don't see any great certifying of exemplary

products or practices that are the best. That has been the tendency I know a lot of us have had because we want some kind of quality control. I completely concur with you that at the local level where these adaptations are made, pieces are fit together. The original verification is no good anyway. What we are talking about is making arrangements where a whole range is available in the system and where the verification line of exemplary practice focus is then on the examination of what happens when those things are put in some kind of combined siutation in the field. We will go through some process of what we call verifying the quality of our own products. By verification what I mean is this. Our developers or contractors will be asked to make certain claims about their products. By verifying we will be able to say to you, yes, the claims that they make seem to stand up under what knowledge has been presented to us. But it won't be done for the purpose of signifying that it is a better product so much as reassuring you that what claims they are making are truthful claims, given the knowledge we have.

COMMENT (Ray Peterson, CCSSO): May I briefly respond to what Larry said. Since Larry won't be here this afternoon I wanted to say that it is a very important question and I think Larry has been forthcoming on this point which I know a number of you have raised, the question of validation and selection. I think what Larry is describing as a program is a very helpful initiative which is complimentary and parallel to what all of you have been working on with Tom and his people for the last couple of years. I would like to say at this point that I am generally in support of the approach that Larry has indicated, but I would like to request that all of you give careful consideration to the answer that he gave to Dick's question so that if you do have further concern about it, could you let me know. Unless I hear additional concerns I am supportive of what he is planning to do and would like to work with him on it in the months ahead, that is, what he is proposing for fiscal '76.

IV. Discussion of Application Procedures for SEA Dissemination Grants

John Coulson, Senior Associate

It is personally gratifying to me to be able to meet with so many colleagues and old friends. As Tom said, the program has really been developing and emerging over the years. I am going to divide my remarks in three parts, first some preliminary remarks, secondly, a mention of three or four general concepts and principles, and lastly the specifics or nitty gritty.

First, the preliminary remarks. I am going over a lot of specific details. I suspect I will raise more issues and questions than I have answers. I hope you will hear my remarks as an extension of some statements you heard last night by Charles Haughey, continued today by Tom and Senta. I hope you will be mindful of the future sessions during this conference. Charles and I and some others will be available tonight as indicated in your program for individual consultations, we will try to respond to your individual questions and answers. As you know, tomorrow morning will be devoted to a greater explication and clarification of some of these things. So if you do not have the opportunity right now to ask a question, you will during the rest of this conference. And of course the remarks themselves will be made available after I finish.

One important caveat, the term bureaucratic structure was used by somebody. My remarks in a technical sense are not official. The program description that will eventually come forth will be translated or changed into program regulations, which will appear in the Federal Register for comment. I hope you will see this therefore as the beginning of a program that we hope will conceptualize but is not final in all its details and specifics.

Let me mention the second section of my remarks. There are three or four major things which will amplify this. As you have heard, NIE expects to solicit applications or proposals from SEA for grants to assist states in building their general dissemination capacity. We are talking about this fiscal year. We are talking about now and in the immediate future. This computation as Tom mentioned is expected to be the first phase in a program of SEA grants over a three to a five year period. As he also mentioned, there will be according to present thinking, two types of grants. On the one hand the capacity building grants which are designed to provide assistance for the development or extension of comprehensive general dissemination capacity over several years.

This is contrasted with second time all special purpose grants which are finite, one year, one time efforts to focus in on a specific dissemination problem. Later on I will try to provide illustrations or some examples which will exemplify this particular concept.

The third general principle or guideline I will mention is that although states may submit multiple applications on either or both of those two grant categories in accordance with present plans, only one award is possible for an individual state. I will have more to say on that specific concept later as well.

With reference to a time schedule, which I am sure some of you are interested in, it is likely that the final version of the program regulations may appear in the Federal Register during the early part of March of this year, and a closing date for applications for proposals is anticipated to be around April 18th or so.

Larry Hutchins: Very definitely that is one of the things we see the special purpose grant doing, providing the state which doesn't feel quite ready yet to have the year to make ready.

QUESTION: Is the closing date for applications around April 18 or is it apt to be any earlier?

It would appear that it would not be prior to that date. Let me turn now to about four specific areas. First one is a kind of elaboration on our definition or meaning of the term dissemination. I believe it is an elaboration or extension of what we heard last night and continued this morning. Dissemination includes at least two things. We think that it is a two way process for one, communicating educational needs or problems among educational practitioners, policy makers and knowledge producers.

Secondly, it is a two way process for facilitating rational consideration and appropriate utilization of the outcomes of the research and development and other knowledge that can be used for the purpose of education. This concept appears to encompass a range of communication media and techniques, which particular combination depend upon the message and of course upon the clientele among other things. Among the media and techniques that could be used would be the use of electronic mass media with personal communication, as was mentioned before.

Let me switch now from the area of the definition to the area of what we mean by generalized capacity building. Please remember that this concept will be embellished as we go on in this conference and beyond that as well. This concept as we are perceiving it right now involves the capacity to provide information and technical assistance to the solution of all problems encountered by the dissemination agencies and its clientele. We think that at least three components constitute this particular understanding. (1) a comprehensive set of resources. People call this the knowledge base. (2) means of linking the client group to this resource base. (3) some kind of management arrangements which facilitate provision of services on any problem with all members of a client group.

The third specific area which I would like to talk about briefly we call eligibility requirements. Who is eligible? All state educational agencies are eligible to participate. Applications will be received only from them and awards will go only to them, although subcontracting provisions are possible at the discretion of the to private agencies and corporations, to institutes of higher education. SEA may apply for one or more of either capacity building grant or a special purpose grant. In the case of multiple applications for proposals from a single state, the Chief State Officer will be asked to identify the relative priority of each proposal or application. There will be, as I said, no multiple awards to an individual state.

Under both types of awards it is possible at the discretion of the SEA, for an SEA to submit proposals combining the efforts of two or more states. However, no state may participate in more than one multi-state application or proposal. I see it is getting close to break time. Let me indulge your patience a little bit longer, under an area we can call limitations or restrictions.

Let me give some examples - Those illustrative only of a general capacity building grant. One example could be developments of a comprehensive program to coordinate various existing dissemination programs within a state.

Another one could deal with the development and operation of a comprehensive educational resource base.

The third one could deal with the development of systemized program efforts to disseminate knowledge about effective state or local educational practice. They are not meant to limit. They are just meant to be suggestive or illustrative.

Forms for capacity building will be requested only for dissemination activities which transcend present dissemination activities. No support will be provided for the maintenance of existing dissemination activities. Each capacity building award is for a period of one year. As I indicated before, this is subject to extension. Something Tom mentioned that I would like to state again. Some SEA contribution in funds or in kind should be excluded from the program. Turning from that to the special purpose grants, these are to be one year, one time efforts to deal with specific dissemination problems. Let me give some examples.

1. Developing a plan of comprehensive knowledge and dissemination and utilization program.
2. An evaluation type of activity is also possible.
3. Training a good staff is necessary for the dissemination of skills for procedures, techniques and other possibilities.

National Institute of Education
Office of Dissemination and Resources
Information and Communication Systems Division

Major Concepts Under Consideration for a
State Dissemination Program Description

Introduction

The State dissemination program offers support to State education agencies (SEAs) that wish to establish or extend their dissemination activities. There are two major reasons for focusing this capacity-building activity on State education agencies. First, the State is the agency that is legally responsible for education in the United States. Second, States are unique in their ability to allocate a range of resources for regulation, finance, and leadership in education. Through such leverage they can, for example, assemble a critical mass of resources to improve educational opportunity.

The National Institute of Education intends to award grants for dissemination to SEAs in the spring of 1975. Applications for those grants will be solicited by a program description to be issued within a few weeks. The description is expected to incorporate several concepts that could affect the participation and readiness of potentially affected States. This paper identifies three sets of concepts that warrant consideration by Chief State School Officers interested in this program: an emphasis on generalized dissemination capacity, restriction of eligible competitors to SEAs, and the scope of activities eligible for funding. These concepts are discussed in some detail in the sections that follow. Reaction of Chief State School Officers and SEA staff members to those concepts will be helpful to the NIE staff responsible for preparing the final version of the program description.

Concept 1: Generalized Capacity Building

The concept of generalized and comprehensive State dissemination capacity is perceived by NIE to involve the capacity to provide information and technical assistance in the solution of all problems identified by the dissemination agency and its clientele. Such generalized capacity requires (a) a comprehensive set of resources including data, documents, products, and technical expertise; (b) means of linking the client group to the resource base; (c) management arrangements which facilitate provision of services on any problem to all members of the client group.

NIE has come to realize that it will fulfill its dissemination mandate only when all participants in the educational enterprise have full access to (and take use of) educational knowledge, including the outcomes of educational R&D. This result can be obtained only if the dissemination and utilization structure encompasses comprehensive dissemination capacity. As a key linker of R&D to local education agencies, the SEA should develop such generalized capacity. However, differing requirements and constraints in the States may dictate that one State may begin by providing a comprehensive service to a clientele limited in role or number and then expanding such service to cover all potential users; a second State may begin by providing services in a limited number of problem areas. Assuming technical adequacy, both approaches will be considered for NIE support.

Concept 2: Eligibility Requirements

All States and United States Territories, either singly or in combination, are eligible to participate, regardless of previous dissemination activity. Applications will be accepted only from State Education Agencies and awards will go only to them.

States may elect to submit applications in which part of the work is subcontracted to other performers (e.g. institutions of higher learning; private corporations). In such a case, the SEA is responsible for all work to be performed. A convincing justification for subcontracting must be presented.

1. State Education Agencies may apply for one or more of either a Capacity Building grant or for a Special Purpose grant, or both.
2. In the case of multiple proposals from a single State, the Chief State School Officer is requested to identify the relative priority of each proposal. There will be no multiple awards to a single State.
3. Under both types of awards, it is possible for a State to submit proposals combining the efforts of two or more SEAs. No State may participate in more than one multi-State proposal.
4. Under either type of grant application, NIE reserves the right to undertake negotiation with applicants for revision of the scope of work in accordance with reviewers' comments. NIE will select the best mix of proposals from both submission categories.
5. Apportionment of funds between special purpose and capacity-building grants will depend in part upon the number, type, and relative quality of proposals received.

Concept 3: Scope of Activities to Be Supported

This program of SEA grants is intended to support activities that serve to develop the capacity or the readiness of a State education agency to provide or encourage dissemination services to its constituents.

NIE expects that the program will result in several benefits to SEAs and to national education dissemination capacity. Those benefits include:

- an increase in the number of practitioners who have convenient access to knowledge resources;
- an increase in the exchange of information between knowledge producers and knowledge users;
- an increase in the capacity of SEAs to facilitate knowledge utilization by their constituents through:
  - systematic efforts to improve generalized dissemination capacity for serving education communities within the States;
  - planning and short-range development efforts to establish a generalized dissemination capacity in the SEA.
- an increase in general understanding of effective dissemination functions in SEAs.

Definition

For the purpose of this concept paper, dissemination is defined as a two-way process for:

(a) communicating educational needs and problems among educational practitioners, policy makers, and knowledge producers; and

(b) facilitating rational consideration and the appropriate utilization of the outcomes of research and development, effective educational practice, and other knowledge that can be used for the improvement of education.

Effective dissemination activities encompass a range of communication media and techniques. Selection of specific dissemination means is influenced by the nature of the knowledge to be transmitted and the characteristics of the intended user. Among the media and techniques are document transmission, use of electronic and other mass media, and interpersonal communication.

Types of Awards

There are two types of awards.

1. Capacity Building Grants will be awarded to develop or extend a comprehensive dissemination-utilization program over a relatively long (three to five year) period. State plans should provide for the gradual increase of State support throughout the project period with full State assumption of all costs at the conclusion of the grant period.

   A State may take one of two approaches. One is the generalized capacity building approach, the other is capacity building through development of services for a specialized clientele or topic. States are free to choose the option they prefer. Whichever option is chosen, the end result should be the same: increased generalized capacity of the SEA to respond to diverse local needs for new knowledge. Continued refinement of dissemination services to a limited clientele or to limited topics is not sufficient.

   Examples under the capacity building type of award include, but are not limited to the following:

- development of a comprehensive program to coordinate various existing dissemination programs within a State;
- development and operation of a comprehensive education knowledge resources information system to serve educators in different roles at the elementary and secondary school level;
- development of systematic program efforts to disseminate knowledge about effective State or local educational practice.

Limitations

1. Capacity Building Grants

1.1 Funds should be requested only for dissemination activities which transcend present dissemination operations. No support will be provided for the maintenance of existing dissemination activities.

1.2 Each capacity building award is for a term of one year. Each proposal should present the one-year effort as a component in a 3-5 year plan. Subject to the availability of funds and project performance, additional awards will be considered for subsequent years.

1.3 Some SEA contribution, in funds or in kind, should be included from the beginning of the program. The amount and mature of this support will serve as an indication of the commitment of the State agency in developing a permanent dissemination program.

2. Special Purpose Grants are awards for relatively low-cost, one-time efforts to deal with specific dissemination problems. These awards are for one year or less. Examples of such awards include, but are not necessarily limited to the following:

- development of a plan for a comprehensive knowledge dissemination and utilization program within a State;
- evaluation of current SEA dissemination activities or operations;
- training of key staff in necessary dissemination skills, procedures, and techniques for management of SEA dissemination programs or activities;
- use of consultants for assistance in implementing a State dissemination program or for improvement of existing dissemination utilization services;
- development of search and retrieval capability through installation of a retrieval software system.

Under this type of award, the intention is to assist SEAs to do something better in a finite, specified dissemination area. No long-term NIE funding commitment is implied under this award.

Limitations

2. Special Purpose Grants

2.1 This type of grant will not support the salaries of full-time professional or clerical staff. Salary costs of regular SEA staff are expected to be an SEA contribution to the project. Ad hoc employment of consultants or other short-term personnel is an allowable expense.

2.2 Capital outlay expenditures will not be supported.

Time Schedule

On the basis of what we know, the following are tentative action dates for applicants.

3/17/75	Notices of Intent to respond received from Chief State School Officer
3/18/75	Closing date for receipt of optional pre-application forms
4/18/75	Closing date for receipt of applications
6/15/75	Grant awards made

NATIONAL INSTITUTE OF EDUCATION
OFFICE OF DISSEMINATION AND RESOURCES
FY'75 AND FY'76 PROGRAMS

INTRODUCTION

By law and as a practical matter, the National Institute of Education (NIE) is responsible for the improvement of educational practice. Among the several Institute strategies directed toward this goal, the highest priority within the Institute has been given to the dissemination and utilization of research and development outcomes and methods. Within the Institute, the Office of Dissemination and Resources (ODR) has the major responsibility for improving the capability of dissemination and utilization systems in education. This brief paper discusses the strategies selected by ODR and describes the several programs operated or proposed by ODR.

DISCUSSION

Statement of the Problem: The results of educational research and development have been far less helpful to schools than they might be. Information on these results has not generally been put into forms useful to teachers and administrators. Nor have systems --involving State, regional and local education agencies and R&D performers--for making knowledge available and helping to apply it been well developed.

Objective: The principal objective of the Office of Dissemination and Resources is to increase the impact of educational R&D on school practice by building a self-maintaining system for linking the outcomes of educational research and development, such as research findings, educational materials and curricula, and descriptions of exemplary local practice, to the teachers, administrators and policy-makers who use these outcomes in the schools of the nation. The most useful model of such a system for knowledge dissemination and utilization is the U.S. cooperative agricultural extension system, with its integrated, multi-level system for linking research to practice. NIE's dissemination program builds on the experience of this model, borrowing applicable features--such as the use of "extension agents," mixed funding, and subject specialization--while making necessary adaptations to the obvious differences between agriculture and education.

Strategies: The overall approach of the Office of Dissemination and Resources reinforces the key position of States in building an effective, comprehensive knowledge utilization system in education. This approach recognizes that States are legally responsible for education in the United States; that they are unique in their ability to allocate a range of resources for regulation, finance and leadership in education; and that they are in a strategic position to link the R&D community to a substantial majority of educational practitioners. Although States and their designees, e.g., intermediate education agencies such as county offices and educational service centers, are the initiators of the efforts, professional

associations, big-city schools, and higher education institutions will also be included as programs develop. Two major strategies are being pursued by the Office of Dissemination and Resources to meet NIE's dissemination objective:

(1) Maintaining and improving systems for the utilization of general education knowledge; and

(2) Developing the capacity of education agencies to implement exemplary local practice and educational R&D addressing specific education problems.

PROGRAMS

Building a System for Knowledge Utilization: Central to this effort are two findings regarding the dissemination-utilization processes:

(1) that practitioners in all fields rely most heavily on information that is readily accessible, whether or not it fully meets their needs; and

(2) that interpersonal communication plays a vital role in the process of adopting or adapting new ideas.

The program therefore has two major thrusts; both building on existing activities: the maintenance and improvement of the education knowledge base to enhance its scope and accessibility; and the development of critically important linkages between that knowledge base and teachers, administrators and policy-makers. A cornerstone of this program is the Educational Resources Information Center (ERIC)--a national system for providing ready access to educational information. This system will continue to perform as a complete announcement and retrieval system to make available that part of R&D which is in written form.

Other activities designed to improve access to education information will also be supported, most notably the identification of the information needs of teachers, administrators and other users of education information and the design of improved information systems building on the ERIC experience.

More is needed, however, if systematically developed information is to have a significant impact on school practice. The organized information base must be supplemented by effective organizational and interpersonal linkages with education practitioners, assisting them in identifying and specifying their needs and problems and in seeking out and utilizing education information in solving those problems.

ODR will sponsor two kinds of activities focusing on this critical linkage function. Funds will be provided to selected State education agencies for developing their dissemination capacity--some receiving support for

developing comprehensive programs over a relatively long period of time, and others receiving special purpose grants for relatively low-cost, one-time efforts to deal with specific State dissemination problems. In addition, a "dissemination secretariat," carried on through the Council of Chief State School Officers, will receive continued support to maintain liaison among dissemination personnel in Federal and State education agencies.

Implementing Educational R&D and Exemplary Practice: This effort, to be initiated in FY 1976, will also be based on research evidence related to educational change:

(1) that the most innovative schools make conscious arrangements to insure the use of current knowledge in their decision-making, i.e., significant change does not occur haphazardly; and

(2) that sustained and skilled assistance is required for effective utilization.

Consequently, this program will have two major emphases somewhat analogous to those of the knowledge utilization system described above: the maintenance and improvement of available information about R&D outcomes and exemplary practice related to specific educational problems; and the development of mechanisms that link the R&D system and the operating educational system so that these problems are addressed effectively. Thus, while the first program is aimed at building a capacity to provide knowledge relevant to most local problems, this program focuses on the implementation of R&D and exemplary practice to improve education in pre-determined problem areas such as reading and career education.

A series of projects will be supported to assist selected State education agencies and their designees in choosing, adapting and maintaining R&D-based programs or promising practices. The first step in the program will be the collection, interpretation and communication of existing R&D outcomes related to specific problem areas in forms useful to a wide range of potential users. In a related effort, selected State agencies will receive support to identify, verify, and disseminate information on exemplary local practice likely to be useful to other school districts.

Building upon the information base that is developed, NIE will support an active utilization program in identified problem areas. Among the activities to be supported will be: training of personnel, e.g., in intermediate education agencies or national associations, regarding the R&D outcomes and exemplary practices related to several problem areas; providing implementation support to selected school districts; communicating policy information to State and local decision-makers concerned with

high priority problems such as declining enrollment and its impact; and technical assistance provided by R&D organizations with the capability to respond to needs of local educators.

RELATED ACTIVITIES

Supporting ODP's two major strategies are activities concerned with new approaches and with monitoring the impact of R&D on educational practice. Planned for FY 1976 are a few experimental projects in dissemination and utilization, including innovative capacity building projects undertaken in conjunction with education-related professional organizations, big-city school systems, and institutions of higher education. The processes of adoption and adaptation of specific R&D-based products at the school building level will be monitored in a representative sample of schools to determine what happens to R&D products in actual practice. Selected features of the R&D system will be examined to provide better understanding of how education knowledge is generated so that NIE's dissemination and R&D support programs can be expanded and improved.

STATE EDUCATION AGENCIES:

PERSPECTIVES, PROGRAMS AND PROBLEMS

The attached By-laws were drawn up to reflect many of the suggestions and recommendations brought out in the most recent National Dissemination Steering Committee meeting. (January 8, 9, 1975) Those suggestions and recommendations include:

1. Attention needs to be directed toward a methodical process of selecting steering committee members.

   a. The question of number of members on the committee was raised: The committee originated with five members representing five regions--there now are ten members. (What number is actually needed?)

   b. The method of seating steering committee members was discussed: There currently exists no formal procedure for nominating or electing committee members. It was brought out that there needs to be a more democratic selection of membership on the committee, with the exception of at least a portion of the at-large membership who need definite qualifications, background, and experience with significant contributions to give to the advancement of dissemination.

   c. The issue of type of representation on the committee was raised: There has been the criticism by states in the Conference that there has been too much representation by the Pilot States and other pioneer states. Regional representation, by at least a portion of the committee members, has had an appeal because of providing to each state a close touch with at least one committee member (that member being in that state's region).

      In addition, it was brought out that there needs to be a means for rotating members which provides for a broader range of interests than merely regional or individual state interests. Another means to establish this broader range of interests was recommended to be that of limited appointed membership on the basis of type of program.

      A broader range of interests could also be represented on the committee through providing for the election by the dissemination conference at-large of a portion of the at-large members.

d. Term of office was brought forward as an issue needing to be settled since steering committee members have been on for the years. It was originally stated that there would be a new member each year until, after a number of years, there would be complete turn-over.

2. There was no specific chairman of the steering committee this year; thus, there needs to be a permanent means whereby a chairman is elected or provided each year.

3. The issue of the changing role of contractor, and, thus, of steering committee, needs to be considered.

Other issues brought out in the most recent steering committee meeting which, if not resolved through the attached by-laws, need to be studied when the new contract is being issued for the coming year's National Dissemination contractor or secretariat:

1. How was the steering committee initially created and has it evolved?

2. There is a need for training as the new state grants programs develop--collaboratively planned by states along with NIE. This training program will have to interrelate closely with the work of the secretariat or contractor.

3. The contractor needs to continue a program of information exchange including: (a) timely bulletins, (b) dissemination of descriptive materials on dissemination programs and processes, (c) opportunity for other consultations between SEA counterparts: regional meetings, telephone conferences, special interest meetings.

4. There will be a continued need for regional or some form of multi-state communication as the state programs are funded and set in operation this year.

5. There was a discussion of alternatives to strengthening dissemination among the 50 states: maybe conferences are not the ultimate solution--maybe visitation programs among the states would provide for greater strengthening of dissemination mechanisms among the states.

6. A recommendation was voiced that CCSSO and a state (or states) might cooperate under a national dissemination conference contract with NIE to provide for means of sharing dissemination programs and practices other than merely through conference meetings.

A D D R E S S

Presented by

Walter D. Talbot

Superintendent of Public Instruction

State of Utah

to the

CCSSO/NIE

National Dissemination Conference

January 8, 1975

Shoreham Hotel

Washington, D.C.

Public education has always been concerned with its own improvement; yet, one of the problems we have insistently said we have has been finding enough additional resources to permit the research and development essential to improvement while continuing to keep the school doors open. That situation has not changed a great deal over the years even though during the past decade more money has been spent on research and development activities than in any similar period of time. I often say that a problem peculiar to public education is that it is not possible to call a moratorium on the operation of the third grade while we decide how the third grade should be operated. In other words, it is not likely, in our business, that we always know where we are going before we start the trip; chances are, we are well on our way before we start correcting our course.

An additional problem with which we have almost continually been faced has been the time lag between the discovery or invention of new techniques or materials and their widespread use in the schools. In fact, much of what we believe to be better practice or more effective material has not been put to use in the classrooms of the nation, because it is always difficult to tell for sure whether what we have recently discovered or invented is, in fact, more effective than what we are already doing; further, people in education are generally cautious about taking "risks" with things they do not themselves invent, have not used, or have not seen used by someone they consider expert.

I cite two examples of this strange phenomenon with which we deal to make my point:

(1) Within a few months after I took office as Utah's state superintendent, I was visited by an enterprising and very capable researcher who claimed that, without doubt, methods she had developed and tested on teaching reading were obtaining superior results than those used in any other reading program in the district with which she was affiliated. She had managed a Title III project for three years which had received national acclaim but now

the funding for her project was being withdrawn. The purpose of her visit to me was to obtain $50,000 from another source to enable her to continue her research.

I inquired as to her estimate of the amount of money her district was spending annually in reading instruction. She estimated between three and four million dollars. My next question was, if your method of teaching reading is obtaining results superior to any other method employed in the district, why is it that you can't spread it into regular practice in the district sufficiently to justify the continuation of your research under district funding?

The answer was two-fold and typical: (a) most people are familiar with their own methods and prefer to continue their use rather than to change to mine; (b) if we continue using current practice, we don't have the resources to do anything in addition.

(2) The second example came from a very capable individual on my staff who was somewhat disgruntled with a Title III curriculum project in the state. Even though the materials being developed and the techniques being used were producing very good results, he authored a policy for my consideration that no new material could be utilized in the schools until it had been demonstrated that its results were equal to or better than that already being used. Yet this same individual had major responsibility for textbook selection and was constantly recommending adoption of new materials published nationally, none, or, at least, few of which had been tested to determine its worth.

As I have indicated a great deal of money has been spent on research and development in education over the past decade--nowhere near what was needed, but a considerable amount. A sad state of affairs is that not much of it has found its way into any widespread practice. We have been willing to deal with

development on a project basis while continuing to operate our program in traditional fashion. It is true that new practice has emerged in some circumstances but spread of practice has been confined. We've been unable and unwilling to utilize current operational funds to make new starts by replacing existing programs with new ones, even though our feeling may have been tha the new was better than the old.

However, as the major purpose of this conference would suggest, we believe it is time that dissemination became a major objective and that more time, energy, and money should be spent on getting what we believe to be good educational practice and material into the mainstream of education.

My assignment this evening is to address the issues in SEA-NIE relations and specifically how these issues impinge on my own state. An additional assignment is to address the problem of the transition from federal funds to state support in the matter of dissemination. You can see that I have a large assignment. **I use the term dissemination to mean what others may believe to be diffusion.**

Issues that have been raised in the past and which continue to plague us are numerous. About the time we seem to have satisfied one problem, two emerge in its place. I have read some of the papers given last year at a conference similar to this one. I, therefore, will take the liberty of listing some **five issues identified then.**

(1) How can we develop a system through which educators can:

(a) become aware of effective practices recently developed so they can be put to use;

(b) judge, with some degree of accuracy, the feasibility and the relative merits of adopting or adapting an identified practice;

(c) secure start-up resources for new programs while continuing

the current program in full force;

(d) provide the necessary technical assistance to support the adoption of the replacement practice?

(2) How do we go about building the commitment and needed expertise at the state level so that in our own states we capitalize upon that which is being done in one district **so it may be transferred to another?**

(3) How do we change our systems so that new practices find their way almost automatically into the program?

(4) How is a partnership built among and between the various governing levels of education (federal, state, local), among and between various programming levels (elementary-secondary, college, adult) and among and between the various programs (general, vocational, special)?

(5) How do we assure that action at the various administrative levels finds fruition at the level where it counts most--in the interaction between teacher and student?

There is no need for me to reveal my ignorance on how to provide solutions to these problems. You've probably found as I have, that it is so much easier to articulate the problem than it is to find the right solution. However, since my assignment is to provide examples of how these issues impinge on Utah, I should be able to do that.

Let me, therefore, go back and react to each of the aforestated issues as I see them from my vantage point.

(1) In the first place, building a system so we can become aware of excellent practices and judge the feasibility of adopting or adapting them probably have to be separated from finding resources and providing technical assistance. Nonetheless, the first step is focusing in on what it is we want to do. We're simply not going to get far in solving the problems if our

activities are centered more on identifying problems than they are on providing solutions to known problems. So long as our system permits everyone to do his or her own thing, I don't know how we can concentrate our energies and our resources.

Corraling a herd of wild horses is easier than getting a handle on a system with so many prongs that no one knows where they lead or even from whence they start. A member of my staff is fond of an utterance which quite aptly describes where we seem to be going. He often says, "We've lost sight of our objective but we've compensated by doubling our efforts." That is akin to the fellow who shows up at a meeting 15 minutes late and then leaves 15 minutes early to make up for it.

Perhaps by concentrating nationwide dissemination efforts in education in NIE we are getting a handle on the problem, but only if NIE knows where it is going--sets a straight course and steers in that direction. But states also have to follow suit. For a number of years in my state we've had funds from the mineral leasing program which we could use for research. Presumably, that money is to be spent on studies on staff and plant utilization. You'd be surprised, or perhaps you wouldn't, to learn just how many research projects of varying titles can be traced directly or indirectly to that purpose. From another fund we've been promoting the concept of humanizing education. Our staff submits tasks to be done which require funding for approval of a committee which supposedly has the objective in mind. Everything staff wants to do which requires extra funding bears a relationship to humanizing education.

Now there are two things wrong with our approach--and I think it has a resemblance to the approach being used nationwide: (1) everyone wants a little of the money to do his or her thing and they demand the right to the funds on the basis of fairness; (2) use of funds in that manner whittles away at the pot

until the funds are dissipated into almost meaningless activity in terms of meeting the objective.

So we need to set objectives (the best kind are those that are agreed upon jointly and collectively) and then fix the responsibility on someone to administer the program in light of the objectives. Deviations cannot be permitted even when the boss says so if you are going to accomplish whatever it is you originally decided to do. If we are convinced that dissemination holds a higher priority than something else then let's concentrate on dissemination till it accomplishes the objective or proves the objective to be wrong. When the latter comes we better be prepared to turn off the faucet and re-direct the resources.

As to the second part of the first issue--securing start-up resources and providing technical assistance--I offer the following. Most things we do have some dependence on money. Someone said money isn't everything but it is a long way ahead of whatever is second place. You can build technical assistance expertise over a period of time if you have money. But building that expertise has to be looked at in terms of what I'm going to say about start-up money.

I recognize that it is nice to be able to have a few extra dollars to do something new. But realistically, I don't see that we're going to be able to maintain even the status quo. If we want to do something different the money is going to have to come from whatever it is we're replacing. That kind of decision-making is difficult because the decision to stop doing something which has a large following and tremendous feelings of vested interest is somewhat like choosing between being shot or hung.

In my own state we're about at the point of saying if this is something you really want to do and you believe it must be done, do it; but replace something else with a lower priority as the source of your financial support. I'm not pessimistic by nature but I believe I am realistic when I say that for

at least a short period of time we've got to set priorities on things we do or the money is not going to stretch. And when we set those priorities it has to be done in terms of pay-off not in terms of our likes or dislikes.

(2) Because the matter of providing technical assistance may be more related to item (2), I'll try to cover it there. How do we build commitment and needed expertise to make transfers of programs around the state? That is a tremendously big challenge. We've had some experience with dissemination in a Title V project with other states but we weren't doing it as if our life depended upon it. I recently asked our staff to react to a proposal to build a dissemination center and got what I believe to be a **reasonable and sensible** answer. Outlined briefly it was:

The center would handle the following functions:

a. Those now performed by the Public Information Unit.

b. The ERIC Service.

c. A systematic program of information dissemination relative to the programs of:

   i. Regional labs and centers

   ii. In-state projects and programs

   iii. National Title III programs and products

   iv. Title I, V and VI programs and projects

   v. Others

d. Conduct workshops, fairs, demonstrations relative to the programs mentioned.

e. Interface with NIE, USOE, regional labs and centers, universities and other state and federal agencies.

f. Be a repository for materials of publishers and others who produce materials.

However, based on the findings of 10 years of Ford Foundation educational programs it is my feeling that most of the success of a program depends on people. The center would have to be functionally oriented, freed from the structural organization of the agency so its functions cut across divisional lines and has the support and thrust of the agency head.

Everyone would recognize that it is most difficult to provide a systematic orchestration of dissemination and everything we suggest is much oversimplified. I'm sure you recognize that, which allows me to move more freely knowing you understand. But the key is people--strong, committed people. No program, no set of policies, however important, are self-initiating. It takes people. Nonetheless you have to select people who have the vision, the perspective, and the ability and then free them to do the job. Saying it is easy; doing it is difficult.

Nonetheless, in this setting it becomes apparent that staff training is required and can be productive as a solution to many problems. More than one person has to have the vision, perspective and ability. Those same attributes have to be transmitted to others who will be expected to carry a large part of the program.

One of the key words to getting anything done is "systematic." Doing a little here then a little there without knowing how the two relate is often counterproductive. The activities must relate in some form to a system of getting things done. We seem to devise a new method periodically but when it is analyzed it generally comes back to what has long been regarded as the scientific approach: (1) determine need, (2) set objectives, (3) conduct activities, (4) evaluate progress and process.

I shall now quote directly from a paper delivered last year by Craig Phillips of North Carolina:

> As I see it, and as I believe others see it, an effective dissemination system is a set of organized procedures, planned cooperatively and articulated carefully between federal, state and local agencies for insuring the implementation of improved practices and programs in schools. We must guard against building a system so narrowly conceived that it becomes only a source of statistical information to support management decisions. We must also guard against it becoming nothing more than a public relations tool which creates interest and awareness. Creation of awareness about improved practice is necessary but not sufficient. We must go beyond that phase and develop the capacity to identify valid educational practices; to demonstrate those practices; to provide incentive grants, leadership, and technical assistance to local systems when the local system has selected a specific practice it desires to adopt or adapt.

The districts or local school systems must be as committed to the change strategy and must be induced in some way to have a greater statewide perspective as a part of the total state system of education.

(3) I find that the responses to the issues keep running into each other; perhaps that is because the issues themselves have common threads. But I do want to address the remaining issues I first generated. So, how do we change our systems so that new practices find their way into the program? I don't know about you, but I've grown a bit weary of projects that are funded for two or three years and then project funds are withdrawn on the assumption that if the projects are valuable we will find a way of moving them into the system. Getting them into the system just doesn't happen often enough.

What needs to be done, I believe, is first to build a climate for change. That can be done without losing stability. Everyone in the system needs to be looking for better ways and be given the freedom to implement what they believe will work better. We can't be sure that what we're doing is the best way so why should we be too concerned about trying something different. Yet I know people and systems who go on doing the same thing each year as if it were the only way of getting the job done. That is nonsense and

people have to be encouraged to change so that change becomes natural not something that needs to be imposed from the outside--or, for that matter, challenged from the outside.

Second, I think rather than conducting any old project simply because there is money available to do so, each project proposal should be required to show how what is being done can and will be related to the ongoing program; how it fits into the overall objectives; and how, if successful and proves to be a viable means of doing things, it will find its way into the program. Our patterns of adaptation have to be such that we can absorb change, and I contend that it can't be done, or at least it is made much more difficult, if everytime we begin a project it is conceived as being outside the mainstream. Often it is seen as being in competition with what is going on rather than supplementary to or a necessary adjunct of the mainstream. That is one reason why we need start-up money for each new item which is placed in the program. If we take the attitude I can't do it because I don't have the money or the time on top of my current budget or time schedule it may never get done.

(4) Building partnerships among and between programs, program levels, and governing levels is also very difficult. It comes from everyone feeling a part of the total and understanding how his or her particular part fits into the whole. It comes also when each level or program performs its role and ceases to be suspicious of the other. Perhaps achieving those concepts would fly in the face of what we know about human nature. But they are, nonetheless, the essence of partnership. This problem increases when one or more of the components of a system tries to change its traditional role, as has been the case of the SEA for a decade--trying to get out of the regulatory and supervisory role into the leadership and service role--and which, I believe has also been occurring the past few years at the federal level. So, somehow, we've got to

agonize over the role definition and our share of the partnership.

Again, from the Utah perspective, we sincerely believe, and there is considerable evidence that our LEA's believe, that there is a need for a partnership with each level performing its role. After all, the legal structure is such that the system of education in Utah is a state system; each board of education, including the state board is answerable to the people for the particular responsibility it has; each school superintendent is an administrator of the state system, at a different level than the state superintendent, but, nonetheless, an administrator within the system with some responsibility beyond his own district.

We believe that our basic functions are accomplished through leadership, service, and evaluation; but we want to evaluate process as well as product. The following general principles undergird our mode of operation:

(1) The primary mission of the SEA is to strengthen the LEA's which have major responsibility for providing educational services and programs to the end that students and clients are better served.

(2) No institution in a free society will long exist without a full measure of public support. Therefore mechanisms must be found for the meaningful involvement of more individuals and groups in educational decision-making.

(3) When local educators and citizens of good will consider a number of viable alternative courses of action they will usually make better decisions than when considering a single alternative. Therefore, providing options is a more viable change strategy than selecting "best" programs and then trying to persuade agencies and institutions to adopt them.

(4) Although a fragmented approach is usually better than no action at all, a systematic approach to educational change is most efficient in achieving desired ends. The piecemeal, fragmented effort that has traditionally

characterized educational practice must give way to a more orderly systematic direction toward educational improvement.

A partnership defined and carried out in that manner finds little difficultly in getting a positive response from LEA's. It is only when we attempt to superimpose our judgment on theirs or go about trying to prove that greater wisdom resides in the state office than elsewhere that we get into difficulty. All of education needs to assume a similar posture whereupon lasting partnerships may be developed and utilized.

(5) The last issue, that of assuring that the action we take for the improvement of education will find its way to the cutting edge and really result in what it was intended to do, is the most difficult to do. But irrespective of the esteem in which we hold our own wisdom and judgment it is for naught if it does not change for the better the process of interaction between teacher and student.

A concept which best might describe the process by which change occurs is accountability. I'm not going to launch into a description of what needs to be done in an accountability program. I shall only say that accountability is a two-way street rather than one in which the supervisor holds the one supervised accountable. Those who possess authority to require that certain things be done must be accountable for providing the conditions under which they may be accomplished if accountability holds.

It appears that about at the time that dissemination or diffusion programs are to take place there is some question about the availability of continued federal dollars for this important activity. Perhaps the recent battle over NIE funds is a forerunner of what is to be expected. Tightness of money brought on by a depressed economic condition and rising prices will contribute and it may take several years to work our way out of it. For that

reason it is likely appropriate to say that most of the financial burden for dissemination programs will of necessity fall upon states, including the LEA. The question, then, immediately arises concerning our capability of being able to do that.

On that score, I am optimistic. While federal dollars would be helpful and desirable, I am of the opinion they are in shorter supply than state dollars. While there are exceptions to any generalization, without dramatic changes in tax structures individual states are in a better economic condition than the federal government. While we can't, as states, equalize educational revenues across the nation, we can improve our own systems.

Using the major elements of an SEA diffusion system as promulgated by Mojkowski to wit: (1) an information storage and retrieval system, (2) an intermediary or linkage system, (3) a staff development system, and (4) a diffusion strategy design system, what can we do to implement and mainstream "best" practices across the nation.

As I indicated, federal dollars would be helpful. But perhaps those federal dollars can best be used at the federal level to put it's part of the system in order than transmitted to the states to build at that end. We do need the partnership of all levels with defined roles and linkages but I don't see a free flow of dollars for this particular program as essential. I do see federal financial participation generally as exceedingly necessary.

I do not want to give anyone the impression that Utah is financially well off or that we have our dissemination program in place. We have built a system of storage and retrieval from a shoestring. With a bit more financial help from the state legislature that could function quite well, We have built a quasi-

also organized well by comparison with only 40 school districts so communication is relatively easy.. Our largest problem is in the staff development area, where great inservice and preservice training programs must take place. But in my estimation that has to take place anyway just to keep us afloat whether or not we're in a diffusion or dissemination mode. We've got to come up with money for that program with dissemination activities as a high priority. We do not have a diffusion strategy design system. That would have to be built but I do not look upon that as an expensive item, comparitively.

I do think there are some things the federal government will need to do to aid us financially. They will have to package money for diffusion efforts in the same way the program money is being packaged and diffusion or dissemination will need to be looked upon as a necessary part of the package of the total program. We cannot be expected to build the program linkages essential to a diffusion program if the programs continue to remain categorical each with separate guidelines and with program people refusing to coordinate or to be coordinated.

In addition the federal government must quit harassing the state education agency about Title V monies for planning and for strengthening the SEA. We have built our agency around Title V and loss of funds would take the heart out of the agency. Further, the way in which those funds are to be spent must remain flexible. My thesis is that the purpose of the general Title V funds is to strengthen state education agencies. Who knows better than the state agency and those with whom it works where the weaknesses lie and what needs to be strengthened. We purposely kept a large part of our Title V monies from being used to employ permanent staff members. We can move with Title V on short notice in a way that plugs the holes and strengthens the agency. We must be accorded the right to continue that flexibility.

We also will have to do some things better than we have been trying

to do. As rapidly as possible we have had state money pick up permanent staff to give us the help we need with federal dollars. We need to continue that practice. We also have organized along functional lines to a limited extent. We've got to pursue that further. In that way we can fix responsibility easier and shift from one program to another more readily as the situation demands.

It will also be necessary for us to continue to obtain more state dollars so that the stability of the agency can be assured and so we can mount the resources to do the job, particularly in terms of staff development. As I stated earlier staff development capabilities both within the SEA and throughout the state are necessary in order to be able to move rapidly in a direction we decide is best. Our district personnel must be on longer contracts during periods in which the students are not at school so we can get the planning, needs assessment, staff development and curriculum development essential to good educational programs.

Ladies and gentlemen, it has been a pleasure to be with you. Your kindness in hearing me out is appreciated.

Thank you.

KANSAS/PROJECT COMMUNICATE

A COMPREHENSIVE EDUCATIONAL INFORMATION SYSTEM

by

Richard Herlig

Kansas State Department of Education

Presented at the National Dissemination Conference, Washington, D.C.

9 January 1975

Note: This is a summary. A full transcript is available from the Kansas State Department of Education, 120 E. 10, Topeka, 66612

KANSAS/PROJECT COMMUNICATE

Kansas is a rural state. It has over 300 unified school districts which average about 750 students. Forty percent of these 225,000 students are in four urban districts. There are no intermediate units or boards of cooperative educational services. Therefore, the 116 professionals in the state education agency must supervise and "service" the entire state.

PROJECT COMMUNICATE -- DEVELOPMENTAL PHASE

Project Communicate[1] began operation 1 December 1971 with a $156,000 grant from the National Center for Educational Communication of the Office of Education (OE). The pilot area consisted of 12 matched school districts of various sizes and at different levels of information saturation. Level IV districts had the services of a full-time educational extension agent to negotiate search requests and supply technical assistance. Level III districts had part-time extension agents who attempted to provide the same service as Level IV. Level II districts had no extension agent assigned but a project staff member presented a slide/tape show and explained Project services to district personnel. Level I districts had no personal contact with the Project but did receive a brochure which provided basic information about project services.

[1]Manion, Raymond C. Project Communicate: Proposal for the Development of a Comprehensive Information System. Topeka, Ks.: Kansas State Department of Education, 1971.

PROJECT COMMUNICATE

YEAR	FY 73	FY 74	FY 75	FY 7?
ACTIVITY	Developmental Stage (field agent)	Developmental Stage (local linker)	HB 2021 fee fund for Information Services	Statewide computer network, (Local pays computer costs for its searches) (state maintains program).
SERVICE AREA	13 USD's	35 USD's	50-80 USD's	Statewide
FUNDS	$156,000 federal	$90,000 federal	$20,000 State $55,000 Local	?% State $?% Local $
KSDE ROLE	*Develop Computer program and Information base *Examine Roles of Information dissemination *Evaluate Objectives	*Expand Information Service to 31 rural and 4 urban USD's *Instruct Local Linkers in information utilization *Furnish Project newsletter to schools *Evaluate Objectives	*Provide Literature searches *Provide documents and Journal articles *Conduct regional workshops on information utilization	*Train regions in search techniques *Maintain data base and computer *Conduct regional workshops on information utilization

The complete findings of the developmental phase of the Project[2] are documented and available from the Kansas State Department of Education. Some of these same data were subjected to more sophisticated statistical analysis[3] and did show significantly higher adoption and information utilization where an educational extension agent was active (Appendix A, B, C).

PROJECT COMMUNICATE -- TRANSITION PHASE

The National Institute of Education did provide $90,000 for FY 74. However, the educational extension agent was not funded and the RFP stated that funding would terminate at the end of the grant period.

The proposal submitted by the Kansas State Department of Education (KSDE) provided for two major changes, (1) a system of local linkers to replace the extension agent; and (2) printed catalogs of curriculum guides (Appendix D) to eliminate approximately half of the computer searches. The local linkers were LEA professionals chosen by the district superintendent. However, an attempt was made by Project staff to "structure" the choice, in conversation with administrators and correspondence (Appendix E). All communication from the Project with the client -- search requests, document orders, newsletters, etc., was channeled through the local linker. All linkers were given a three-hour training workshop by Project staff members.

[2]Herlig, Richard K. An Interim Report on a Program to Establish a Comprehensive Educational Information System in Kansas. Topeka, Ks.: Kansas State Department of Education, 1973.

[3]Herlig, Richard K. The Role of the Educational Extension Agent in Information Utilization. Topeka, Ks.: Kansas State Department of Education, 1973.

A Project newsletter (seven issues) was distributed to the professional staffs of the 31 rural districts associated with the Project (Appendix F).

LEA's were given grants of $500, $1,000, or $1,500 (depending on size) to use in "purchasing" project searches and documents. See Appendix G for fee schedule.

The complete findings of this phase of the Project[4] are available from the Kansas State Department of Education.

PROJECT COMMUNICATE -- STATE/LOCAL FUNDING PHASE

The decision was made not to go to Title V monies and restrict service but to obtain some state monies and legislation (Appendix H) to contract with LEA's. This would allow the Project to expand.

The strategy was to merge the Project with the ongoing state-funded Information Services section to form a new Information Services and Retrieval section. The retrieval portion (former Project Communicate) was financed with $20,000 state monies and with $55,000 LEA contracts. See Appendix I for contract form.

At this writing the Project has on contract 90 school districts, 14 colleges and universities, 5 adult education centers, and the Kansas National Education Association...or about one third of the state's educators.. Even with this success it seems improbable that the $75,000 budget can be increased for FY 76. Assuming that most LEA's would want to continue to

[4]Herlig, Richard K. Final Report on a Program to Establish a Comprehensive Educational Information System in Kansas. Topeka, Ks.: Kansas State Department of Education, 1974.

contract for information services, further expansion will be difficult.

Presently, our plan for expansion is based on regional centers. The Project staff will teach people (usually librarians) to write the logic and submit their own searches through the Project via an already existing TWX network. Eight of the nine centers are four-year universities or colleges with teacher training programs and ERIC microfiche collections. Three of these centers have fiche-to-fiche reproduction capability. These centers will do the searches for their own students and professors, and also for educators in surrounding local school districts at a substantially reduced cost.

The local linker concept has been continued and their training workshops for this year were held at these nine centers.

SPIN-OFF

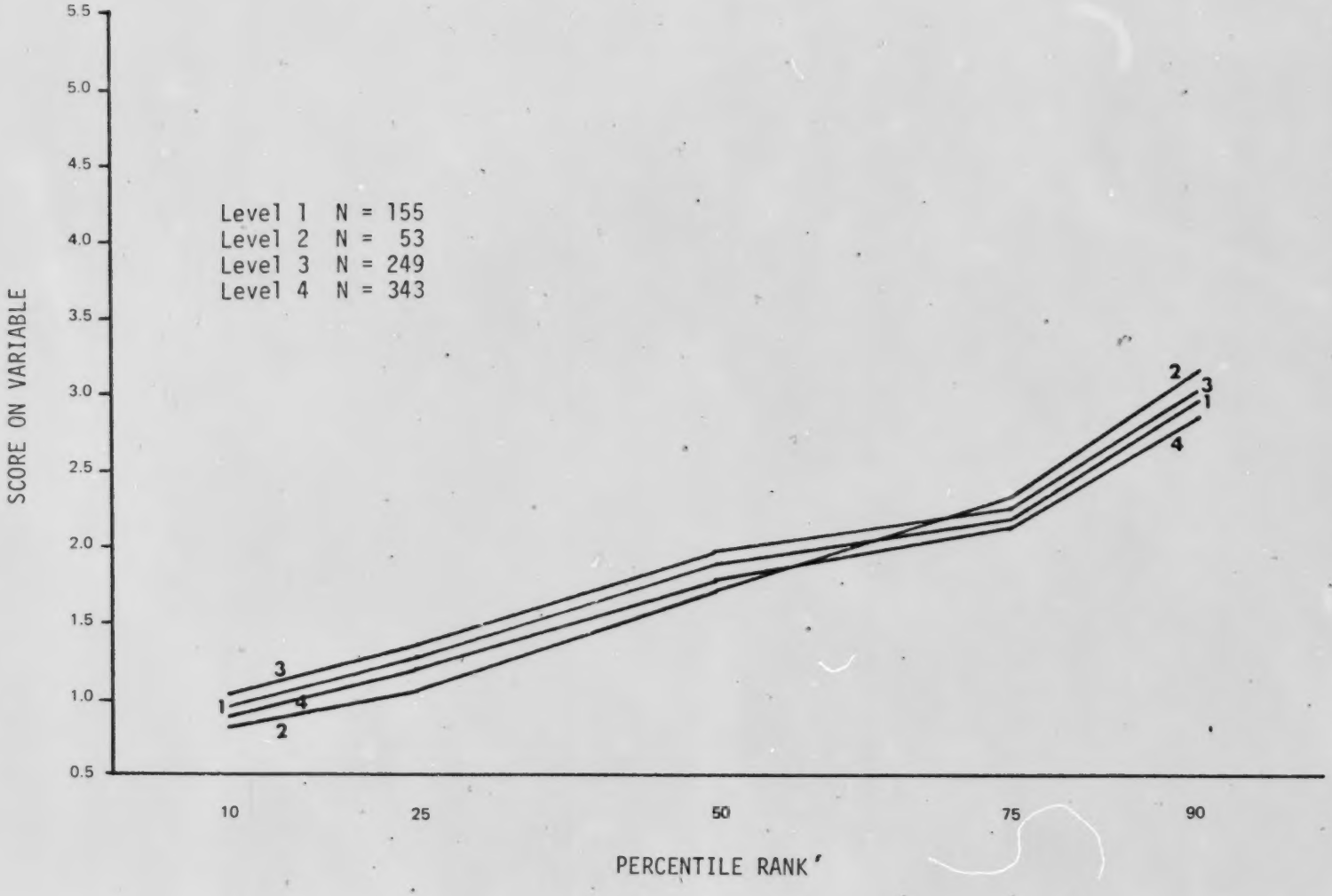
In addition to providing information to LEA and SEA professionals for use in program planning and decision-making, the ERIC system has had an impact on agency operation.

Documents in the SEA professional library have been cataloged by ERIC descriptors. All new agency publications will be abstracted, cataloged by descriptor and be made available on microfiche (with hard copy limited). It is planned to have agency goals and objectives, activities, and files retrievable by ERIC type descriptors and identifiers via the Project's existing search program.

APPENDIXES

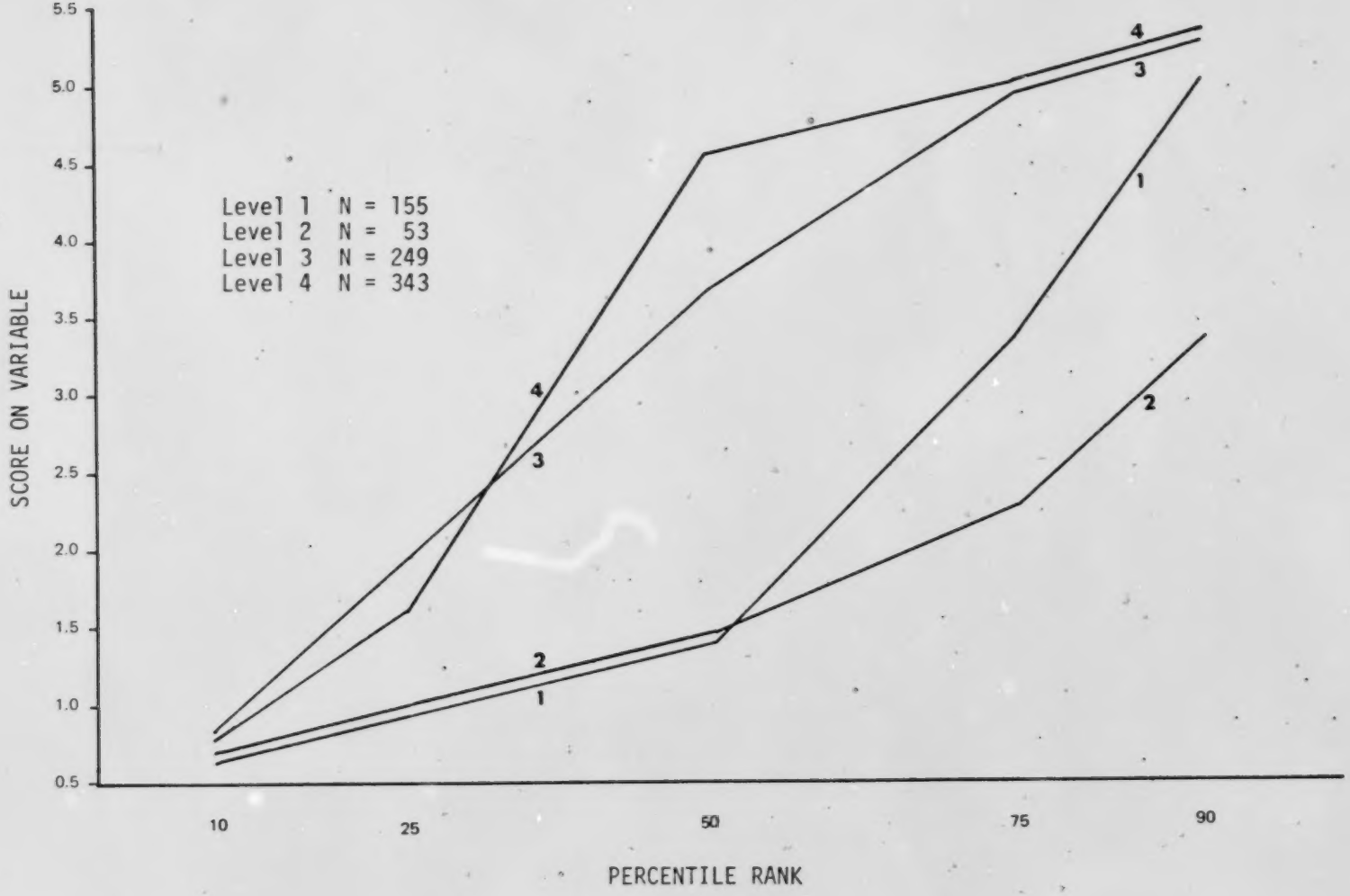
APPENDIX A

PERCENTILE RANKS
FOR THE COMPLEXITY VARIABLE
KANSAS/PROJECT COMMUNICATE



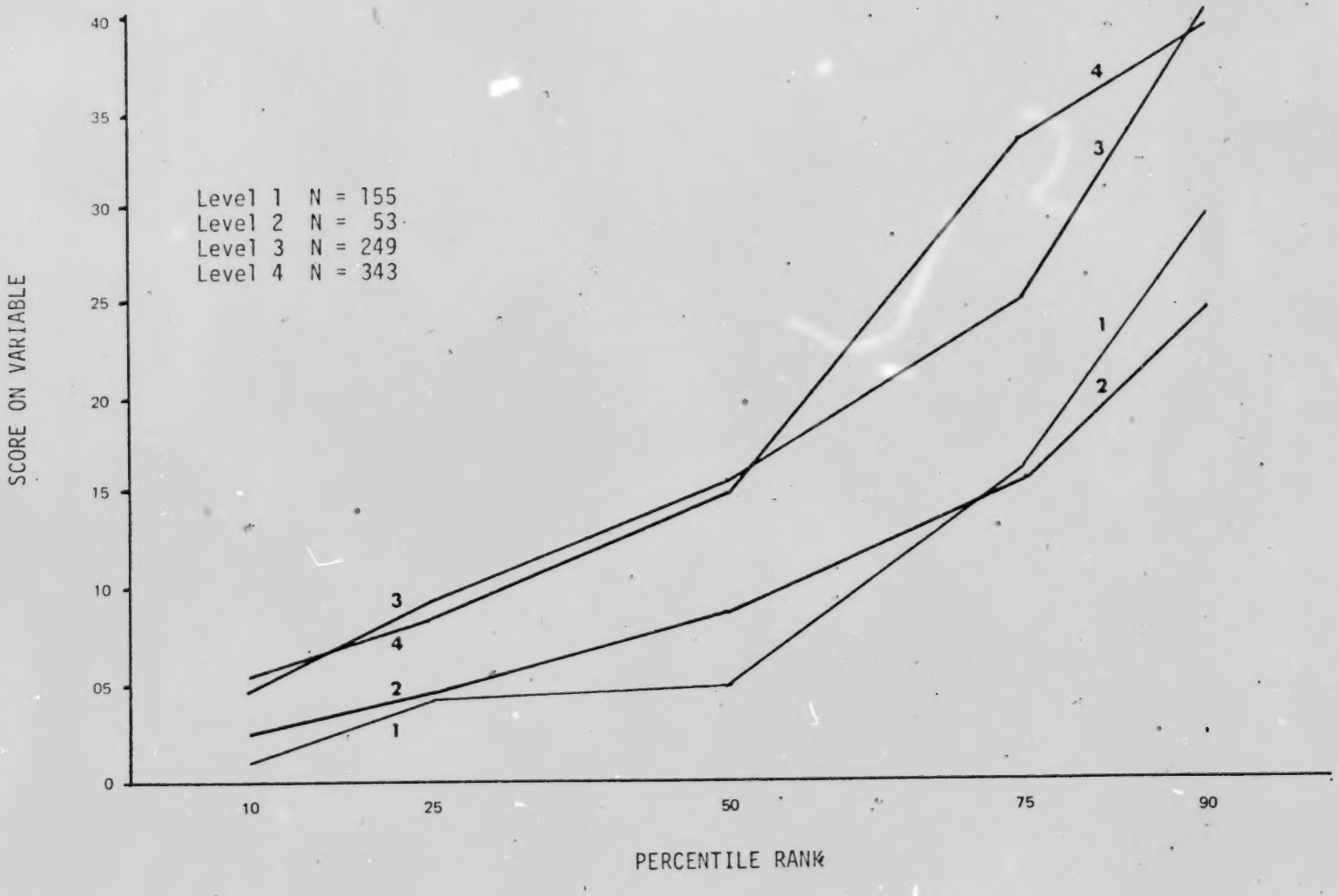
APPENDIX B

PERCENTILE RANKS
FOR THE ADOPTION VARIABLE
KANSAS/PROJECT COMMUNICATE

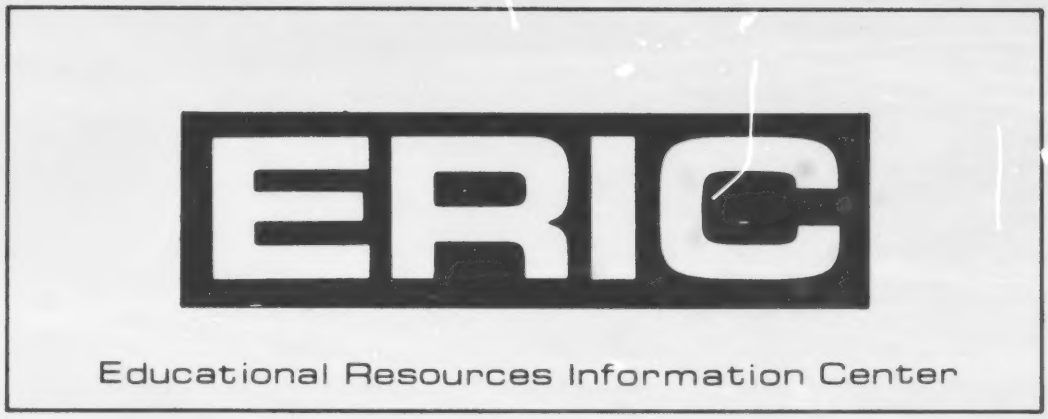


APPENDIX C

PERCENTILE RANKS
FOR THE UTILIZATION INDEX
KANSAS/PROJECT COMMUNICATE



APPENDIX D



Curriculum Guides

1 vol.

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- - - CURRICULUM GUIDES

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3 vol.

SOCIAL SCIENCE - - - *CURRICULUM GUIDES*

american studies (K-6) - american studies (6-9) - american studies (7-12) - social science (K-12) - social science (K-6) - social science (6-9) - social science (7-12) - area studies

4 vol.

ART – MUSIC – FOREIGN LANGUAGES – ETHNIC STUDIES
- - - CURRICULUM GUIDES

art - music - foreign language (general) - french - german - latin & greek - russian - spanish - chinese - hebrew - italian - sara-ngambay - quechua - ethnic studies - teaching minority groups - migrant education

5 vol.

MATH – SCIENCE – ENVIRONMENTAL EDUCATION
- - - CURRICULUM GUIDES

mathematics (K-12) - mathematics (elementary) - mathematics (secondary) - science (general) - science (elementary) - biological science & life science - physical science & earth science - environmental education & conservation - early childhood education & kindergarten

6 vol.

SPECIAL EDUCATION – HEALTH & FAMILY LIVING – PHYSICAL EDUCATION – DRIVER'S EDUCATION - - - *CURRICULUM GUIDES*

mentally retarded - physically handicapped & emotionally disturbed - disadvantaged, slow learners & gifted - health & family living - physical education - driver's education

Kansas State Department of Education
Kansas State Education Building
120 East 10th Street Topeka, Kansas 66612

APPENDIX E

Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

Division of Development

December 20, 1974

Mr. John Doe, Superintendent
USD #532
449 South Washington
Washington, Kansas 66489

Dear Mr. Doe:

Thank you for your interest in Project Communicate and our computerized information retrieval service. We are looking forward to providing you and your staff with pertinent information for decision making and program development.

Part of our service is to train some key people (local linkers) in your district, to link our information service with the teachers and administrators in the LEA. These linkers will:

1. Check searches for clarity,
2. Explain the abstracts to the local educator,
3. Know the procedure to order documents and
4. Help evaluate information utilization.

Our experience shows that personality types more than role makes an effective local linker. The best linkers tend to have a desire to facilitate the use of information, are always looking for new ways of doing what they must do anyway, and are not afraid to try new programs (such as computerized information service from the State Department of Education).

You may designate as many local linkers as you wish for your attendance centers and they may choose either of the two workshops at Pittsburg College. Please complete the enclosed form so we will have a list of your linkers and return it to me at KSDE.

Sincerely,

Richard K. Herlig, Director
Information Services and Retrieval

RKH/DEC/bc

Enclosure

APPENDIX F

Project Communicate

Routing Slip
Please pass this newsletter on to:

_____

_____

_____

_____

_____

vol. 1 no. 4 — Kansas State Department of Education — Jan. 1974

Information Specialist

Nancy Flott, who holds an M.S. from Emporia State College, spent 13 years as a school librarian prior to joining the KSDE staff as Project Communicate information specialist.

All requests for searches of the ERIC files submitted to Project Communicate are channeled directly to Nancy, whose job is to instruct the computer to search the ERIC tapes and print abstracts of the reports and journal articles relevant to the clients' chosen subjects.

Nancy Flott selects the terms most appropriate to each search from the Thesarus of ERIC Descriptors, "bible" of the information specialist.

Training completed in 26 school districts

By the close of calendar 1973, Richard Herlig, director of Project Communicate, and Jayanne Angell, Project educational field specialist, had completed training sessions in 26 of the 31 Kansas school districts projected to receive Project service during the 1973-74 school year.

As a result of the expansion effort by Project Communicate, 18 school systems will be added this year to the 13 original pilot systems served during the Project's first 18 months of operation.

The 26 include 13 new districts added to date: USD 354, Claflin; USD 355, Ellinwood; USD 428, Great Bend; USD 431, Hoisington; USD 413, Chanute; USD 256, Moran; USD 257, Iola; USD 258, Humboldt; USD 280, Morland; USD 281, Hill City; USD 269, Palco; USD 270, Plainville; USD 271, Stockton; and 13 pilot schools: USD 204, Bonner Springs; USD 464, Tonganoxie; USD 342, McLouth; USD 348, Baldwin; USD 450, Shawnee Heights; USD 321, Kaw Valley; USD 372, Silver Lake; USD 207, Fort Leavenworth; USD 469, Lansing; USD 338, Valley Falls; USD 407, Russell; USD 254, Medicine Lodge; and USD 422, Greensburg.

Jayanne Angell is presently in western Kansas completing training sessions with Project "local linkers" in the five school systems remaining to provide the full complement of 31 participating districts.

ERIC offers access to articles in over 570 journals of education.

Varied Information Resources in KSDE

Your Kansas State Department of Education has a considerable amount of information in the form of printed matter, tapes, film strips and consultative expertise available to Kansas schools without charge.

A few of these KSDE resources are listed below, including name of the section to contact on the particular items:

GUIDANCE

Tapes of major speeches delivered at the annual Kansas guidance conference, 1966-1972, are available for loan from the KSDE professional library. Contact Project Communicate, Room 212.

METRIC SYSTEM

Bibliography of the Metric System includes citations to books for adults, books for children, government publications, magazine articles, audio-visual materials and sources of teacher aids. This seven-page publication published by the Minnesota State Department of Education, has been reprinted by the KSDE Curriculum Section for distribution upon request from Kansas educators.

OPEN EDUCATION

The sound filmstrip, Apollo: School Without Failure, is a production about an open plan elementary school in Bossier City, La., which was planned and built through local initiative to serve as a model for educational improvement. Four kits are available for loan to schools upon request to the KSDE Curriculum, Information Services or Project Communicate Sections.

FiCHe of the month

ED 048 298 TE 002 304

Moore, Walter J

A Thousand Topics for Composition: Revised Elementary Level.

Illinois Association of Teachers of English, Urbana.

Pub Date Feb 71

Note—32p.

Journal Cit—Illinois English Bulletin, v58 n5 p1-32 Feb 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Characterization (Literature), Childrens Books, Childrens Games, *Composition (Literary), *Creative Activities, *Creative Writing, Descriptive Writing, Discussion (Teaching Technique), Drama, *Elementary Education, Imagination, Journalism, Mass Media, *Motivation Techniques, Narration

Topics suggested by 101 elementary school teachers in Illinois, intended for teachers of ... ing in the elementary grades (also adaptable for junior and senior high school classes), are divided into the following categories: (1) Description (e.g., Me, My World, My Dreams); (2) Characterization (e.g., Personal, Plant and Animal); (3) Dramatization (e.g., Playwriting, Character Portrayal); (4) Narration (e.g., Stories, Special Days); (5) Imaginative Writing (e.g., Other Places, Anything Goes, Words as Ideas); (6) Reporting (e.g., Lead Questions, Human Interest); and (7) Miscellaneous (e.g., Puzzles). Motivational techniques (e.g., using literature, games, props, discussion, and media) and a "writing tables" which suggests activities to encourage imaginative development also offer suggestions for student writing. (MF)

FOR LOAN FROM PROJECT COMMUNICATE

Often informational material outside of ERIC, relevant to the topic of your search is available for short-term loan from the KSDE library. Anytime supplementary material is available, a form, "Bibliography of Other Materials", will be included with your package of ERIC abstracts. Order by checking material you desire.

Duplicating microfiche is one of the daily tasks of Sylvia Nordhus, Project secretary. Sylvia also keeps all the pertinent records and packages and mails the "fiche" to the Project's clients.

Promising Programs Practices

The programs described below, all new this year, are examples of the kinds of promising programs and practices it is hoped will be shared with other Kansas schools:

USD 407, Russell
Career Awareness Program
K-5

Career information is presented in a systematic, organized developmental program within the framework of the existing curriculum in the elementary school. The present program is a first step by the district in developing a total career education program, K-12. Curriculum Director-Bill Wilson.

USD 464, Tonganoxie
Mini-Courses, Language Arts
Junior High (Gr. 8)

Ten mini-courses are designed to last from two to five weeks. The two participating teachers each prepared 18 weeks of material which they are teaching in alternating nine weeks. Teachers-Roberta Michael and Nova Maack.

USD 420, Osage City
Economic and Consumer Education
K-12

This program is based on the need for providing a better understanding by youth of the nation's competitive enterprise system and is organized to integrate economic concepts into sources already established. Faculty Chairman-Leland Kramer.

SCHOOL SUPERINTENDENT VISITS PROJECT OFFICE

Superintendent R. W. Stephenson of USD 422, Greensburg, visited the Project Communicate office while in Topeka attending the annual convention of the United School Administrators of Kansas.

When YOU are in Topeka, why not stop by the Project Communicate office (Room 212) at the KSDE, to meet the staff, tour the office and have a cup of coffee.

Why not discover what ERIC can do for you?

LOCAL LINKERS ARE THE KEY

The following staff members of schools served by Project Communicate, play a key role in Project service. "Local linkers" take requests for information and provide liaison to the Project's processing unit in the KSDE at Topeka. Look for more names in the February issue.

USD 254, Medicine Lodge
MEDICINE LODGE
*Larry A. Keahey (int. school)
*Regina Allen (high school)
*Geneva Wheat (primary school)
SHARON
*Maxine Unruh
USD 257, Iola
*Ennor G. Horine
USD 258, Humboldt
*Gene Schulze (elem. school)
*Evelyn Morris (high school)
*Kathryn Tilman
USD 321, Kaw Valley
ST. MARYS
*Floyd Morgison
ROSSVILLE
*Dorothy Hallmark
USD 338, Valley Falls
*John Todd
USD 342, McLouth
*Marilyn Vernon
USD 348, Baldwin
*William Horn
USD 354, Claflin
CLAFLIN
*Paul Kukula (junior high)
CLAFLIN & CHASE
*Robert Woolf (high schools)
USD 355, Ellinwood
*Reginald C. Buxton
USD 372, Silver Lake
*Janice Brown (high school)
*Linda Henneke (grade school)
USD 204, Bonner Springs
*Andrew Kellogg
USD 407, Russell
RUSSELL
*Jim Deines (Ruppenthal middle school)
*Robert Gerstner (high school)
*Mary Craig (Bickerdyke Elem.)
*Terry Crenshaw (Simpson Elem.)
LURAY & LUCAS
*Ernestine Thompson
DORRANCE
*Alice Jean Kaufman
GORHAM
*Joan Hunsley
USD 413, Chanute
*Rosalie Jones
USD 422, Greensburg
*Loraine Ary (grade school)
*Gary Goodheart (high school)
USD 428, Great Bend
*Glen Erikson (junior high)
*Richard H. Hinkson (senior high)
*Elmo Merritt (Washington Elem.)
*Helen Evans (elem.)
*Martha Cole (elem.)
*Leona Roth (elem.)
USD 431, Hoisington
*Charles Myers (junior high)
*Gene Guest (high school)
*Kelso Deer (high school)
*Al Jirik (Roosevelt & Eisenhower Elem.)
*Herbert I. Schmidt (Lincoln Elem.)
USD 450, Shawnee Heights
*Janice Whitman
USD 464, Tonganoxie
*R. L. Powers
USD 469, Lansing
*Jeannette L. Barnes
USD 256, Moran-Elsmore
* Wm. Muckenthaler
USD 207, Fort Leavenworth
* Ima Fern Parsons

HOW TO ORDER JOURNAL ARTICLES

We want to remind our clients who order journal articles that the names and dates of the publications and the page numbers the articles include, must be listed in addition to the EJ numbers and the titles of the article.

KSDE budget proposes merged Information Section

A proposal by the KSDE's Division of Development to merge the Project Communicate and Information Services sections, has been included in the KSDE FY 1975 budget request.

The merger, if approved, would provide for continuing cross-agency service in all areas of information, including further development and maintenance of the KSDE professional library, retrieval and dissemination of ERIC information, coordination and processing of KSDE publications, preparation of graphic materials, and coordination of public relations and in-service training activities.

The proposal is based on the premise that the retrieval and dissemination of ERIC information, initiated through Project Communicate, will be supported by subscriptions from the school systems utilizing these services. Federal funds, which have entirely financed Project Communicate since its beginning in December, 1971, will not be available after June 30, 1974, for staff positions or services.

PROJECT CLIENTS REQUEST DIVERSE INFORMATION SEARCHES

The following were among computer searches recently completed for Project Communicate clients:

Administrator Evaluation
Slow Learner/Motivation
Educational Needs/Middle Class Students
Outdoor Classroom
Teacher Evaluation
Measuring Instruments/Reading & Math Skills/Indian Children K-6
Music Education/Discovery Method/Elementary
Student Failure/Causes of/K-12, College
Measuring Instruments/Student Inquiry Skills/Secondary
Techniques for documenting degree of use of curriculum materials during summative evaluation of a curriculum project.
Programmed Learning Materials/Teaching of Library Skills
Diagnostic Tests/Education Deficiencies/Adults
Educational Program/Drug Users
Physical Education/Kindergarten
Effect of weather changes on behavior of school children/K-6
Creative Writing
Metric System/Elementary-Junior High
Behavioral Objectives/Basis for Teacher Evaluation
Special Education/All Types/K-12
Evaluation of Affect Competencies/Elementary-Secondary
Phonetic Reading/Elementary
Core Curriculum/K-12

Project Director meets with Urban Officials

One of the objectives set forth by Project Communicate for the 1973-74 year is active encouragement of the use of the ERIC system by Kansas' large urban school systems.

In informational meetings with urban school administrators and curriculum directors to date the Project director has made presentations on the ERIC system and on Project Communicate's role as disseminator of ERIC information to local educators.

Authorized Agent and Grantee – Dr. C. Taylor Whittier, Commissioner, Kansas State Department of Education

Project Director – Dr. Richard K. Herlig

Information Specialist – Mrs. Nancy Flott

Education Program Specialist – Dr. Jayanne Angell

Information Writer – Mrs. Maxine Fitzgerald

The work presented or reported herein was performed pursuant to a grant from the National Institute of Education, U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

Project Communicate OEG-0-71-4646

OPEN EDUCATION UPDATE

New reports are added to the ERIC system on the average of 1200 documents monthly. In order to provide current information, Project Communicate will from time to time offer in abstract form, bibliographies of the latest ERIC documents on topics regarded as particularly pertinent.

Currently the Project is offering a bibliography of 20 ERIC documents selected as most relevant of those reports on open education added to the ERIC files in 1973.

If you do not have a copy of Project Communicate's publication, *Open Education,* printed in late 1972, copies are still available on microfiche or hard copy.

Order either the updated bibliography or the 1972 publication or both items from Project Communicate, Room 212, Kansas State Department of Education, Topeka.

EDUCATIONAL RESOURCES INFORMATION CENTER

Project Communicate
Kansas State Department of Education
120 East 10th Street
Topeka, Kansas 66612

Bulk Rate
U.S. Postage
PAID
Topeka, Ks. 66612
PERMIT NO.
452

APPENDIX G

PROJECT COMMUNICATE SUBSCRIPTION PRICES

Subscription Service	Literature Search	Documents	Hardcopy
Distribution of searches, documents and hardcopy is at the discretion of the subscriber.	Computer searches of ERIC files and/or manual searches of Education Index and other documents available from Project Communicate.	Copies of reports on microfiche. Copies of original journal articles on paper.	Page reproduced to its original size on paper from one frame of a microfiche document.
$1500 package	$15.00 per search		
$1000 package	$17.50 per search	$0.65 per document	$0.15 per page
$500 package	$20.00 per search		

APPENDIX H

HOUSE BILL No. 2021

AN ACT relating to education; authorizing the state board of education to enter into certain contracts; establishing a computerized information search services fee fund.

Be it enacted by the Legislature of the State of Kansas:

Section 1. The state board of education may provide by contracts with any state agency or institution, any board of trustees of a community junior college, any board of education of a school district and the governing authority of any nonpublic school for computerized information search services. Such services shall include, but not be limited to, computer generated bibliographies and manual searches of educational indices, microfiche reproduction and hard copy of documents from the educational resources information center collection. The state board of education shall establish an appropriate fee schedule for providing such services.

Sec. 2. The state board of education shall remit all moneys received by or for it under any contract entered into under the provisions of this act or from any grants from the federal government or any unit or agency thereof to the state treasurer at least monthly. Upon receipt of each such remittance, the state treasurer shall deposit the entire amount thereof in the state treasury and the same shall be credited to the computerized information search services fee fund, which fund is hereby established. All expenditures from the computerized information search services fee fund shall be made in accordance with appropriation acts upon warrants of the director of accounts and reports issued pursuant to vouchers approved by the state board of education or by a person or persons designated by it.

Sec. 3. This act shall take effect and be in force from and after its publication in the statute book.

APPENDIX I

, 19____ KSDE Contract No. _____
State Board - Educational Institution

AGREEMENT FOR SERVICES

1. Whereas, the Kansas State Board of Education through Project Communicate of the Kansas State Department of Education desires to participate with:

for computerized information search services and

2. Whereas, such services shall include, but not be limited to, computer generated bibliographies and manual searches of education indicies, microfiche reproduction and hardcopy of documents from the Educational Resources Information Center (ERIC) collection.

Now, therefore, it is agreed by the parties hereto:

3. That the above "whereas" clauses are made a part of this agreement.

4. That the following definitions of terms shall apply for this contract:

a. "Literature Search" shall be a computer search of RIE (Research in Education) and CIJE (Current Index to Journals in Education) files and appropriate manual searching of Education Index and other documents from the Kansas State Department of Education professional library.

b. "Documents" shall mean microfiche duplicates of documents from the ERIC collection, or paper copies of articles from published and nonpublished journals.

c. "Hardcopy" shall mean one page of a document reproduced back to its original size from one frame of a microfiche.

d. "Package" shall mean a group of literature searches, documents, or hardcopy.

5. That the State Board of Education, as consideration, has established a fee or cost schedule for providing packages of information services to Educational institutions in the following amounts: (1) A $500 package includes literature searches at $20 each, documents at $0.65 each, and hardcopy at $0.15 each; (2) A $1,000 package includes literature searches at $17.50 each, documents at $0.65 each, and hardcopy at $0.15 each; (3) A $1,500 package includes literature searches at $15 each, documents at $0.65 each, and hardcopy at $0.15 each: provided, that the contracting institution may order any combination of literature searches, documents and hardcopy to the limit of the total package cost.

of [illegible] purchase a _____ $500 (Five hundred dollar package)

_____ $1,000 (One thousand dollar package)

of informational services. _____ $1,500 (Fifteen hundred dollar package)
(Check package desired)

7. That it is further agreed by the parties hereto that the terms of this contract shall not exceed a period of time from July 1, 1974, at 8:00 a.m., to June 30, 1975, at 5:00 p.m., unless otherwise changed by mutual agreement; and that the consideration as checked in paragraph six shall be due at the office of the State Board of Education on or before said June 30, 1975.

In Witness whereof, the parties hereto have set their hands and affixed their seals the day and year noted.

Approved by:

Kansas State Board of Education
By:

_____
Departmental Attorney

Date_____

_____
C. Taylor Whittier, Commissioner

Date_____

_____
Lawrence Casto, Asst. Commissioner
Division of Development

(SEAL)

Date_____

_____
R. K. Herlig, Director
Project Communicate

Date_____

Name of Education Institution or Purchasing Agency

By: _____

Title: _____

Date: _____ (SEAL)

Attested or witnessed by: _____

Title: _____

Date: _____

A CASE FOR DEVELOPMENT IN EDUCATION: A MODEST PROPOSAL

By Robert W. Ward
Director of Program Development
Department of Education
State of New Jersey

The central purpose of this paper is to make a "case for development in education" and to urge that specific steps be taken to initiate a comprehensive, national development system. When I conclude:

- I hope that you agree that education -- as a multi-billion dollar industry -- must have development capability.

- I hope that you agree that there is hard data to support the premise that when you systematically provide research and development capability, including time, money, and the involvement of all the people and institutions to be affected by the change, you get successful products. As you know, over 200 products have been validated as successful to date, and there are projections of thousands in the next few years even without a development system.

- I hope that you agree that development can produce and deliver valid products that offer solutions that can be trusted, solutions that make a positive difference in the lives of our children and youth. For the first time, education may have its own Pure Food and Drug Act.

- I hope that you agree that development can influence how the big money -- the operational money -- is spent. As you know, many people are saying that the millions of dollars for compensatory education have been wasted, that compensatory education does not work, and yet we know that thousands of children need programs that compensate for their disadvantaged state. The problem is not the concept of compensatory education. The problem is needing more programs that work -- programs that have demonstrated a measurable result. Yes, programs that do what they say they will do, programs that a development system can produce.

- Finally, I hope you agree that with the limited funds available to education, we just cannot continue to spend money on untested, poorly designed curriculum nor can we continue to support an isolated, fragmented, and wasteful use of the development dollars.

We cannot support an NIE that plans and functions in isolation to the other development entities. And yet, we need an NIE. We need a coordinating agency committed to R&D. We need more of the kinds of cooperative activity that they have been engaged in recently. We cannot afford regional laboratories that are not valued by the users and yet research and development capability is imperative and probably needed on a regional basis.

We cannot afford hundreds of storage and retrieval and dissemination entities, and yet a research base for program design and the delivery of products to the consumer are essential elements of an R&D system. Most important, we cannot continue to support those who plan in isolation to those who are to be affected by the plan. We must, in short, plan an inclusive system involving the schools, the intermediate centers, the state education agencies, the regional laboratories, and national research and development entities; we must unite them into a comprehensive, national development system for education.

Let's look at what we have and what we need:

First, we have a continuing commitment of dollars to operate our nation's schools. Although probably not sufficient, we did commit 7% of our gross national product or about 90 billion dollars to operate our schools last year. However, despite this investment, psycho-social problems increased, drop outs continued to mount, and hundreds of thousands of the children and youth in our central cities still fail to reach acceptable levels of performance in "reading, writing, and arithmetic." It is my judgement that these and other problems in education will persist and even accelerate without a major commitment to research and development in education. It is my judgement that no major industry would consider operating without a six to ten percent investment in research and development. Few would argue that man's technological achievements in the past 25 years (i.e., moon exploration, new fabrics) could have been accomplished without a heavy research and development investment. Bell Telephone's operation would be obsolete without Bell Labs and Western Electric which provide the products required to meet the increased demands for better services. Push-button phones, instant telestar communications are just a few products produced by Bell Labs for the system. I propose what we need is a Bell Labs for Education. I further suggest that a two billion dollar investment in a research and development system is modest to achieve the wisest use of the 90 billions we are spending to operate the schools this year. It is modest if the two billion is used to:

- Insure equal opportunity for each school district to participate in development.
- Insure that research findings will be applied in all school districts and used in decision-making.
- Insure that planning based on assessment and goal setting will become an integral part of a school district's activities.
- Insure that program alternatives will be designed and selected to meet individual needs of children.

- Insure that evaluation will take place in school districts to determine how well objectives are being met and that the resulting data will become a part of a new data base used for decision-making.

- Insure that diffusion of proven programs and products will result in adoption by other districts.

Who could argue, if development could insure those results?

In addition to dollars already committed, we have established organizational entities. We have NIE, USOE, regional labs, colleges and universities, State Departments of Education, and other new entities committed to research and development. Many states have intermediate units and more and more local districts are becoming increasingly sophisticated partners in educational development. However, we need to agree upon which entities are essential at each level, we need to agree on the development services that each are uniquely qualified to provide, and we need to agree on the interdependent relationships that should exist among them.

A third asset is that we have demonstrated the capability of producing validated products through better planning, design, field testing, and diffusion. However, we need to insure that the state of the art in each of the development functions is constantly improving.

Fourth, we have through needs assessment, grant programs, and in a variety of other ways sought to be responsive to the development needs of local school districts. However, we need a reliable means of identifying the gaps between the results we want our educational system to produce for students and what results we are achieving. Only then can we be sure we are committing our development effort to what is really needed, and only then can we determine our own effectiveness.

Fifth, we have an emerging dissemination and diffusion process that appears to be working. However, we need more carefully designed strategies -- strategies that test the delivery system, strategies for monitoring and evaluation at the consumer sites, and organizational strategies so that diffusion becomes an inter-dependent part of the total development system.

Last we have become increasingly more able to design programs that work. However, as I said earlier, we need to know what kinds of programs are needed. We need a system to provide more reliable data for decision-making.

Now, keeping in mind the elements of an R&D capability that already exist, let me now propose a conceptual model of a development system and what appears to me to be the major elements of such a system.

Visual Presentation of:

- Needs identification process.
- Components of development.
- Organizational entities.

In closing, I would like to outline a three-stage proposal for creating the system.

As Stage I, I propose that NIE, USOE, and selected states initiate a cooperative data collection and analysis effort. This study would include a survey of all the R&D entities at all levels that are engaged in some aspect of development (e.g., research, planning, assessment, evaluation, design, etc.) It would find out who is engaged in what kinds of activities, what funds are being used, who utilizes or needs what development products, what flexibilities and parameters exist, etc. In addition, to this comprehensive survey of resources, the study would provide an analysis of the data to determine what development capabilities are lacking or insufficient and what functions appear to be overlapping or duplicated.

I propose that as Stage II, we design and initiate a simulation model as a first national effort to identify the development needs of our schools. It would utilize a valid sample of the nation's schools, and it would provide a process whereby each school in the sample could specify what results it was trying to achieve and what results it was actually getting. For the difference between what schools are trying to achieve and what they are achieving is, of course, the target toward which our development capability should be directed.

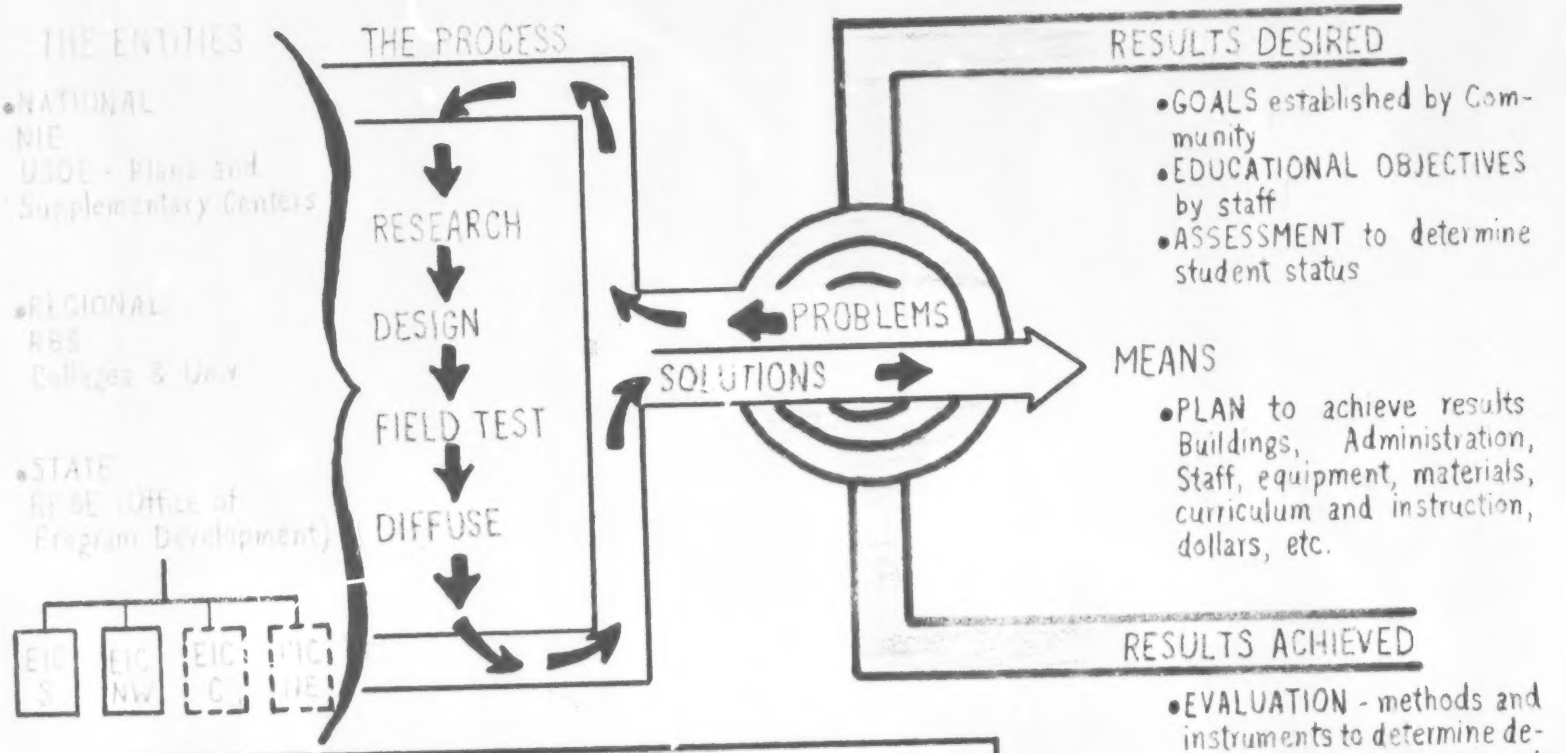
Finally, having studied and analyzed our capability in Stage I and having determined the content of our development needs in Stage II, I propose that Stage III focus on organization and pilot activities. At this point, we could agree on the entities that would comprise the development system and determine what their division of labor and inter-dependent relationships would be. I propose that the system be piloted on one or two development targets through a partnership of NIE, USOE, and several school districts in one or two states in perhaps one region of the country.

Ladies and Gentlemen -- Now is the time. It is almost incomprehensible to me that when the case for development is strongest, we find NIE under attack, we find the regional labs fighting to survive and we find the potential impact of Title III being diluted instead of broadened and strengthened through Title IV. It seems to me that now is the time for the inclusive system -- now is the time for the partnership. Yes, now is the time for USOE and NIE to join together and establish a development system for education. You know better than I that the job can be done.

P.S. If I am personally optimistic, it's because Fred Burke is in New Jersey. Having a pro-active Commissioner is certainly an asset.

NEW JERSEY'S EMERGING DEVELOPMENT SYSTEM

DEVELOPMENT CAPABILITY — DEVELOPMENT TARGET — PROCESS ELEMENTS



Concept Paper Education Development Act EIC's - 1 Title III - 1 State EIC - Legislation Proposed RP&E - 5 State Positions Title III Administrative Support	Title III Program Money - 3.8 million 17 Nationally Validated Status of NJ Research Diffusion- Consumer Protection State 500,000 Diffusion Grant USOE 450,000	Design Center Projects Installing Process Elements

OVERVIEW OF THE NEW JERSEY

ESEA, TITLE III DISSEMINATION/DIFFUSION PROGRAM

DOROTHY BROWN SOPER
OFFICE OF PROGRAM DEVELOPMENT
DIVISION OF RESEARCH, PLANNING, AND EVALUATION
DEPARTMENT OF EDUCATION, STATE OF NEW JERSEY
JANUARY, 1975

LOW COST:

- For programs that may be used by one teacher without substantial re-action, the cost should be no more than $25 for materials.
- For programs that must be implemented on a grade or schoolwide basis, the cost should be no more than $35 per teacher or $200-$500 per school.
- Replication costs should be primarily for the provision of teacher and administrative time for training with the requirements for economically available materials and equipment to be met through a reallocation of current expenditures.

REPORT OF
THE COMMITTEE ON
THE NATIONAL INSTITUTE OF EDUCATION

PREPARED FOR PRESENTATION TO
THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS
NOVEMBER 1974 ANNUAL MEETING
HELD IN
ST. THOMAS, VIRGIN ISLANDS

LYMAN GINGER, CHAIRMAN
KENTUCKY STATE SUPERINTENDENT OF EDUCATION

FEDERALLY-SUPPORTED EDUCATIONAL RESEARCH, DEVELOPMENT AND DISSEMINATION

Chief state school officers and the education community feel a strong professional responsibility to support a vigorous federal research and development program for the long-range benefits of the students and other citizens of the United States. We insist, however, that these benefits be derived only if the majority of the research and development efforts at the federal level are truly relevant to the needs and concerns of practicing educators in elementary and secondary schools.

The National Institute of Education as conceived by the Congress and supported by the CCSSO can be an excellent vehicle for accomplishing these goals if it is properly funded, adequately staffed and made to function as the coordinating agency for educational research and development at the federal level. This paper is designed to reiterate and refine CCSSO positions on federal-state-local relationships with specific respect to the role and scope of NIE.

The National Institute of Education

A review of NIE's purpose and functions as conceived by the Congress provides needed perspective:

> "The purpose of the Institute is to promote reform and renewal at all levels of education by advancing education as an art, science, and profession, strengthening the scientific and technological foundations of education, and building an effective educational research and development system.
>
> "To accomplish these aims, the Institute will:
>
> - Conduct educational research;
> - Collect and disseminate the findings of educational research;
> - Assist and foster such research, collection, dissemination or training through grants, or technical assistance to public or private organizations, institutions, agencies or individuals;
> - Promote the coordination of educational research support within the Federal Government;
> - And construct or provide for such facilities as are necessary for these purposes.
>
> "An essential element in the achievement of the purposes of the Institute is the strengthening of the links between research and development and educational practice."[1]

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1 Congressman Brademas of Indiana, as quoted in the June 8, 1972 Congressional Record, p. 20293.

Relationships

NIE properly looks to universities, regional educational laboratories and private contractors, as well as SEAs and LEAs, to assist it in carrying out the functions assigned to it by the Congress. However, the Council of Chief State School Officers firmly subscribes to the belief that association with state education agencies can accelerate and to some degree assure NIE's achievement of its Congressional charge. The Council continues to take the position that NIE must be administered with the fullest possible participation by SEAs; again, the Council urges immediate implementation of, not homage to, initiatives that would place SEAs in a leadership role and as the intermediary between NIE and local school districts in promoting reform and renewal in education.

Among others, the following policy and operational modes are recommended for activating meaningful relationships between states and NIE:

(1) Consultations with CCSSOs on NIE policy planning, particularly with respect to identification of priority needs for research and development.

(2) Establishment of development and dissemination activities as a primary organizational and budgetary priority in NIE, with emphasis upon funding of pilot/developmental and operational dissemination activities. (This should include funding to SEAs for building staff and operational capacities in development and dissemination. NIE should avoid dealing directly with LEAs, but should concentrate on strengthening the capacity of SEAs to do so.)

(3) Organizations and practices within NIE that support and recognize the SEAs as the primary organizational units for articulation between NIE and the LEAs.

(4) Contracts between NIE and the states, groups of states and/or regional education laboratories for development and dissemination programs.

(5) Periodic exchange of NIE and SEA staff, and NIE assistance to the states for staff training.

The resources of the Council of Chief State School Officers--both its membership and its staff--must be viewed as a major contributor toward coordination and communication, particularly while NIE is still in its formative stages. Several mechanisms currently exist within the Council for exchange with NIE:

(1) The CCSSO Task Force on NIE, which has diligently communicated CSSO and SEA needs to the NIE since NIE's inception and through its initial organizational period.

(2) Membership by one chief on the National Council on Educational Research, NIE's policy authority.

(3) The secretariat role the CCSSO staff serves for the network of SEA representatives to the National Dissemination Project funded through NIE.

(To enhance improved coordination and communication, it is recommended that the Council explore the desirability of having the chief serving on the National Council on Educational Research also serve as a member of--or at an appropriate transitional time become chairman of--the CCSSO Task Force on NIE.)

Relationships within DHEW also are in need of clarification and refinement. The Council is sympathetic to and supportive of the program research and evaluation needs existing in the USOE. With the initiation of NIE, the Council did not--nor does not--assume that program research, development and dissemination activities would be denied OE; however, coordination within HEW between OE and NIE becomes an evident and priority need if national resources are to effectively and efficiently benefit renewal and reform in education. The Council continues to view the leadership role of the Assistant Secretary for Education, as well as staff relationship between OE and NIE, as integral to concerted HEW performance in educational research, development and dissemination.

Continuity

Basic to the realization of the objectives of any research organization is continuity of staffing, purpose and funding. Without continuity, efforts in research, development and dissemination become fragmented and incomplete.

Staffing of NIE is probably the most critical factor in the success or failure of the organization to achieve the results that will bring benefits to our classrooms and schools through improved instruction to our nation's students. Respected leadership is essential; a capable and experienced administrator with an educational research background coupled with public school knowledge is highly recommended. It is further believed that staff members who have research and dissemination expertise and some background in public education can respond to the needs that have been outlined under the statement on the role of NIE. Institute staff also should possess an understanding of and appreciation for local-state-federal relationships; NIE staffing patterns should include a significant number of persons who have had previous SEA and LEA experience. In addition, conditions must foster continuity of staff so that projects and programs can be completed in a consistent format and design.

The type and conditions of funding for NIE also are important determinants of the ability for the unit to fulfill its desired objectives. Initially, there must be basic funding to advance those programs already underway that have the potential of successful completion, along with additional funds for start-up of programs that meet previously outlined national needs. Of prime importance in consideration of the financing of a research and dissemination unit is the need to provide for the full term of necessarily long-term research programs. Forward funding in order to plan and implement these programs is essential.

A CONGRESSIONAL PERSPECTIVE

Conference participants were given an opportunity to reflect on dissemination from a Congressional and legislative point of view.

James Harvey, a former ERIC researcher and presently a staff member of Congressman John Brademas' (R-Ind.) Select Subcommittee on Education, spoke to the conference at a luncheon session.

I am very pleased to be here with you today - I consider this conference both important and timely, in terms of the educational community in general and the future of the National Institute of Education. Since Ray has said many nice things about me, I want to say that the Council of Chief State School Officers is lucky indeed to have Ray and Byron Hansford. They are both well known as effective, hardworking, reliable, and accurate members of the education community.

As Ray has already told you, I was a member of the staff of the House subcommittee that was in large part responsible for the creation of the National Institute of Education. To state my own biases clearly, I have a soft spot for NIE, and am confident it can be made to function effectively and fulfill its promise.

I was asked to speak to you regarding NIE's legislative history, the necessity of linkages, and the role of the SEAs in that process. I want therefore to sketch the legislative history of NIE and resultant stormy waters; review Congressional intent in regard to dissemination activities and the place of SEAs; and finally, to discuss extension legislation and dissemination possiblities.

In 1970 when the Administration proposed creating a National Institute of Education for development and research, Congressman John Brademas enthusiastically endorsed the concept. The bill was attached to some omnibus higher education legislation. Congress created a new agency for several reasons: poor management and lack of substance in the Office of Education; NIE would address the fragmentation

endemic in OE; OE had not been serious about education research and development, and they hoped for increased funding for R&D.

It was not an accident that dissemination was placed in NIE. The House Report indicated that OE research was hindered by "lack of an adequate mechanism to enable education consumers to make effective use of new approaches emerging from our research and development efforts." The Senate Report criticized the isolation of researchers from practitioners and expressed concern that research not be isolated from the "perceived needs and problems of educational practitioners, of students, of parents, and of the public." But because the House report focused most closely on dissemination needs, I want to quote from it more extensively. Here is what the report said:

> "The dissemination of the results of research and development in education will be one of the principal responsibilities of the Institute.
>
> One of the most common criticisms of educational research and development has been its failure to affect educational practice, and in turn one of the reasons for this failure has been a lack of a capacity to assist consumers in putting good development effectively into practice..."
>
> There are two reasons the Institute must collect and disseminate the findings of education researsch as well as support such research. First, if they are to be aware of the needs of real students and real teachers and real administrators in real educational settings, researchers involved in developing new knowledge about learning must be involved with such consumers of education.
>
> Second, the process of research and development in education is not a simple linear one, that is, a process in which basic research is followed by demonstration and validation and they by dissemination of a product. Rather, the process is a dynamic one in which there are constant continuing interchanges back and forth between and among: (1) basic researchers; (2) those who demonstrate the results; and (3) the consumers, those who apply the results in teaching and learning situations.
>
> The Institute must, therefore, assume responsibility not only for the development of educational materials and practices but also for their dissemination to students, teachers, administrators and other potential users. The Institute will validate as ready for use innovations that are based either on the work the Institute carries out or supports or on work coming from other sources. In this process the Institute

> make every effort to enable educational consumers to learn of new approaches to learning and teaching. Hence, dissemination into practice will be one of the most important tasks of the Institute.
>
> The Committee carefully considered, and rejected, the view of some authorities that the principal responsibility for the dissemination of research should be retained within the Office of Education. The results of this present arrangement have been so meager and disappointing as to warrant no continuation of it.

The criticism was not limited to Congress alone. At last year's National Dissemination Conference you heard Craig Phillips, Superintendent of Public Instruction for North Carolina say this:

> At the Federal level in recent years -- while there has been much interest in and some resources invested in dissemination and diffusion -- those efforts have been fragmented across various categorical programs. Many legislative acts require dissemination of results, but as categorically funded programs have been implemented, we have not achieved coordinated pooling of diffusion efforts across programs.

Finally, the legislative history of dissemination. The conference report restated the need for a strong development effort, and stated dissemination should be a "separate line item in the Institute budget in order to protect against future encroachment on education R&D funds." Thinking about the role of SEAs in dissemination was also clarified. Brademas defended the conference report on the floor, stressing dissemination and NIE and the important role the states had to play.

So dissemination is not in NIE by accident. And I was not merely flattering you at the outset - without linkages of dissemination, NIE will spin its wheels.

However, there is many a slip between mouth and cup. There has been much criticism from the education community and hostility on Capitol Hill. I won't rehash the sad history: 1973 budget close to $120 million, 1974 budget $75 million, 1975 - almost zero, then $80 million. Which came first - the

criticism or the cuts? My personal observation is that there were problems, but also a great deal of unjustified criticism.

Budget difficulties have exacerbated the criticism. As a result of the NIE cut, programs were cut or abandoned, tentative commitments abandoned, NIE restricted by inherited programs. But everyone complained.

I hope you can bear with us and NIE a little longer because without your support extension legislation will be sailing through rough waters.

Let me say a word about our plans. Within the next several weeks we hope to be hearing from officials, teachers, administrators, SEA representatives and students, probing behind problems to hopefully find their cause. We will also be developing ideas for renewal legislation. Clearly educational dissemination will be an area receiving close scrutiny, given what I have already said about its importance. It is important not only substantively, but politically as well. Linkages between practitioners on the front line and researchers can help make NIE's problems disappear.

There are several technical possibilities - continue the current broad authorization; authorize separate amounts for different areas such as R&D and dissemination; require a percentage of NIE's budget be spent on dissemination. The last two have not been favored, but they will be considered. And clearly the SEAs will continue the important role of dissemination to the public elementary and secondary schools, and we will have to develop similar linkages with other education consumers. But we are going to need your help and that of other constituents of NIE if we are to be successful this year. I urge that you and others be patient a little longer so that we might have time to address the problems besetting the agency, which in part are the problems of any new

agency, and we work to find some remedy for the Institute's political problems. If with your help we are successful, I am confident that we will be moving the National Institute of Education a long way toward fulfilling its promise of helping education by enhancing the opportunities of students to learn, improving the environment in which teachers practice their craft, and making available to educational managers and administrators better data and research results upon which to base their policy decisions.

I look forward to working with you in that effort.

FEED-BACK FROM DISCUSSION GROUPS

Various items of discussion surfaced at the SEA information exchange sessions. Some of the issues and questions raised in the dissemination management and operations sessions were:

1. A definition of dissemination must show the depth (diffusion) and breadth (across programs) in order to gain acceptance by the SEA management.

2. Any plan put forth to SEA management should be developed by SEA representatives from a variety of program and functional units.

3. If self sustaining monies will be required, plans should initially include provision for service charges (contracting or unit charges) at the outset.

4. Should SEA grant monies be utilized for salaries?

5. Vehicles for SEA information and adaptation might include the advisory council, cost deduction.

6. Is categorical aid a real hindra[illegible] No - can be consolidated.
   Yes - foster proprietary "empire[illegible]

7. Use constituents (people served) a[illegible] base of influence. Expertise from states used across lines.

8. SEAs should be funded by NIE as technical sources. Expertise from states used across lines.

CONFERENCE EVALUATION

Generally speaking, according to the evaluation questionnaires, this year's conference seemed to be more positively received than the previous year's conference. There seemed to be a feeling among state participants that NIE was better prepared, more optimistic, and in a more helpful posture than previously.

Twenty-four evaluation questionnaires were completed, and the responses are noted in the attachment.

Some of the positive characteristics noted by participants were: positive and specific involvement of NIE; availability of NIE staff for individual consultation; shift in NIE emphasis to include SEAs as prime pivotal points in diffusion; good exchange between SEA representatives and NIE staff; interaction among participants.

Chief weakness of the conference which were noted included: lack of opportunity to explore other NIE activities beyond Office of Dissemination and Research which relate to dissemination; Title III "showmanship"; lack of other agency representation, such as USOE or CAP; a schedule that was "somewhat crowded" and "too tight"; the conference needed to be one half day longer.

CONFERENCE EVALUATION FORM

National Conference of State Dissemination Representatives
Council of Chief State School Officers
National Institute of Education

Washington, D.C.
January 8-10, 1975

Conference Objectives

1. To exchange information between states on the PURPOSES and COMPONENTS of effective dissemination systems.

2. To exchange views between State Education Agencies and the National Institute of Education on: state agency capabilities, relationship between SEAs and NIE, and NIE plans for assisting SEAs.

3. To discuss further cooperation and communication between SEAs on dissemination.

Please note there is ample opportunity, in the last item, for you to give your informal reactions and impressions, plus suggestions for improvement of similar conferences in the future. But over and above that, we would welcome your response to the following:

1. The outstanding positive characteristic of this conference was:

_____

_____

_____

2. The chief weakness of the conference was:

_____

_____

_____

3. Two key conference objectives are repeated in boxes below:

To exchange information between states on the purposes and components of effective dissemination systems.	To exchange views between the SEA and NIE on: state agency capabilities, relationship between SEAs and NIE, and NIE plans for assisting SEAs.
On the above objective, the conference gave me:	On the above objective, the conference gave me:
4 a large number of ideas and insights	15 a large number of ideas and insights
19 a moderate, but adequate number	9 a moderate, but adequate number
1 disappointingly few.	0 disappointingly few.

4. In general, the organization and format of the conference (mark one):

18 aided me in acquisition of ideas and information

5 were adequate, but should be improved next time

0 no great help to the participants' purposes.

5. Of the components of the conference, I found the most helpful to me were (check one only):

4 general sessions

16 discussion sessions

2 questions and answers from the floor

4 informal talk, outside the conference structure.

COMMENTS:

6. Your reactions to the general session speakers and small group presenters, please. In general, did you find these resource people:

22 related well on the problems and needs of the participants

6. (continued)

1 did not relate well to the needs and problems of the participants

1 I better not say.

COMMENTS:

7. Please react to the following statement: "There were not enough opportunities to share ideas on dissemination with other conference participants."

2 strongly agree

11 agree

1 neutral

8 disagree

1 strongly disagree.

COMMENTS:

8. To what extent were you able to make use of your own skills, knowledge and experience to advance the purposes of this conference (check one):

8 my skills and knowledge were effectively utilized

6 utilized only to a moderate degree

4 utilized, but just so-so

0 totally ignored and unused.

COMMENTS:

9. The conference activities I found most useful were:

10. The conference activities I found of least value were:

11. To assist future conference planners, what type of information and materials would be most helpful for you to receive in advance about the program agenda?

12. And, in summary, what I really want to say is this: (Also, use back of this sheet, if necessary).

APPENDICES

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CCSSO/NIE National Dissemination Conference

January 8-10, 1975

Washington, D.C.

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Clark Williams

California

George Neill

Colorado

Leonard Landry

Connecticut

Harry Osgood
Roger Richards

Florida

Jerry Melton

Georgia

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Charles Brown

Indiana

Paul Krohne

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Mary Jo Bruett

Kansas

Dick Herlig

Kentucky

Donna Swanson
Lynn Wood

Maryland

Leonard Garlick

Massachusetts

Dick Gilman

Michigan

Deborah Clemmons
John Osborne

Minnesota

Gregory Waddick

Missouri

Glenn White

Montana

Cheryl Hutchinson

Nebraska

Royal Henline

New Jersey

Dorothy Soper
Robert Ward

New York

Gregory Benson

North Carolina

Larry Graham
Gladys Ingle
Richard Spivey

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HEW NEWS

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

(National Institute of Education)
David Savage -- (202) 254-5800

January 13, 1975

The National Institute of Education has presented to a meeting of state educators in Washington its plans for a $1.2 million grant program to give state and local educators better access to the latest results of education research.

The meeting, the Fifth National Conference of State Dissemination Representatives, January 8-10, was conducted by the Council of Chief State School Officers with support from NIE. The conference was in concert with HEW Secretary Caspar Weinberger's policy to develop "a continuous dialogue with external groups."

Senta Raizen, NIE's Associate Director for Dissemination, told the conferees that the grants will be awarded to state departments of education to expand their dissemination services, including possible support for individuals to work directly with local schools. There will be two categories of grants: (1) Five to ten grants to develop comprehensive state dissemination programs over three to five years, and (2) about 20 smaller, short-term grants to deal with specific dissemination problems or concerns.

The states are the key to effective use of research and development in improving education, Raizen pointed out. She noted that the proposed grant program, which is based on earlier experimentation, is an important part of

(MORE)

NIE's continuing effort to build "a two-way street" between local educators and the research community, analogous to the agricultural model of state extension agents.

Also addressing the conference were Walter D. Talbot, Utah's Superintendent of Public Instruction; Byron W. Hansford, Executive Secretary, Council of Chief State School Officers; Ray Peterson, Director of Federal Liaison, Council of Chief State School Officers; and James Harvey, staff member of the House Education and Labor Committee.

# # #